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ABSTRACT

This collection of newspaper articles illustrates the range of activities and programs at Illinois' 39 public community colleges. Each of the articles was written by a newspaper employee and appeared in an Illinois weekly or daily newspaper during 1981. Arranged alphabetically by the college being focused upon, these articles highlight programs including auto mechanics, no-till farming, commercial cooking, and ballet. They provide evidence of the colleges' involvement in economic development and on-the-job training and their commitment to serving the handicapped, older adults, refugees, prison inmates, and lower, middle, and upper income students. (Author/AYC)

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AS OTHERS SEE US

ED216764

A sampler of newspaper stories about Illinois community colleges

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JC 820 277

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INTRODUCTION

Sometimes it is nice to get your name in the paper. When an editor says, "See if there is a story in it" and a reporter finds something interesting and positive, the subject of the story is proud to be mentioned.

At the 39 public community colleges in Illinois fascinating things happen every day. Often those things get reported by Illinois newspapers and we get our names in the paper.

This book is a sampler of those newspaper stories, written by men and women employed by newspapers. Each of these stories appeared in an Illinois weekly or daily newspaper some time during 1981.

The doings at community colleges are so numerous and varied that one story can't do justice to campus life and the world of learning. But this sampler gives you an idea of what is happening across the state at community colleges. In it you will find that at their local community colleges Illinoisans are learning everything from auto mechanics to no-till farming, from prize-winning commercial cooking to ballet.

The colleges are involved in economic development and on-the-job training. They are working with the handicapped and older citizens, with refugees and prison inmates, with the poor and middle and upper income students – all with one purpose, to make the state a better place to live and our people better individuals.

Sample the following pages and you will find that good things are happening at Illinois community colleges. We are proud to have our names in the paper and invite you to view us as others see us.

–Illinois Community College Trustees Association

Illinois Community College Trustees Association.

President: Francis T. Cole
Vice President: Sheilah A. Dye
Secretary: Richard J. Doyle
Treasurer: Robert W. Anderson
Executive Director: David L. Viar

As Others See Us

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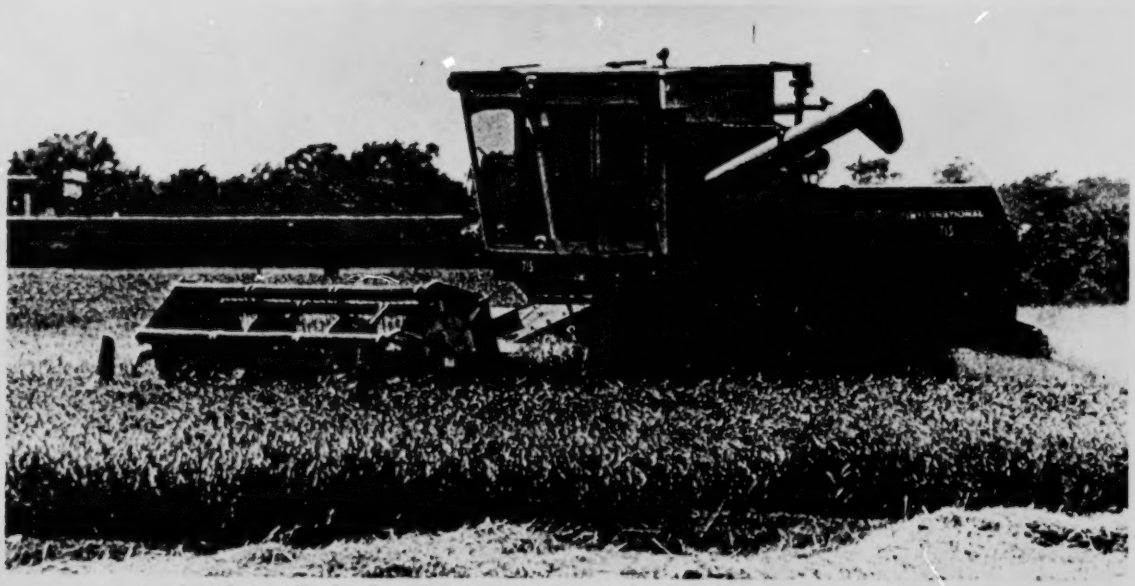
Ernie Banks, attending Truman College, is one of many Illinoisans returning to community colleges for further education, page 7.



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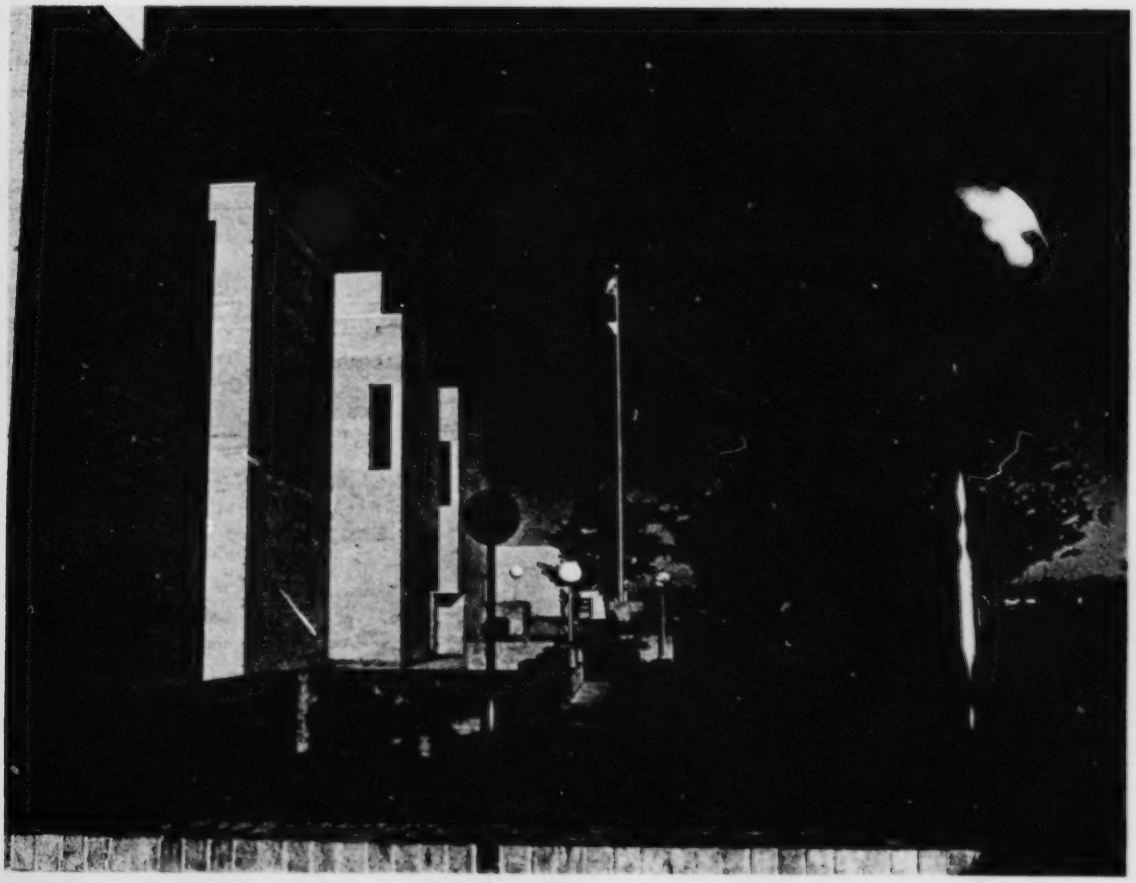
BELLEVILLE AREA COLLEGE



BELLEVILLE AREA COLLEGE. Belleville, Illinois. Founded 1946. People served annually in credit courses: 14,332.

PRESIDENT: Bruce Wissore; BOARD CHAIRMAN: Patricia Bartsokas; BOARD MEMBERS: Robert Dintelmann, Curt Eckert, Kenneth Fish, Elizabeth Jenner, Wayne Reynolds, Avery Schermer and Tamara Jones.

BALLET CLASSES BEING HELD AT BELLEVILLE

Yelvington Publications, October 15, 1981

Slowly, with control, students bend, stretch and gracefully lift arms and legs. The soft strains of classical music keep time for the pulling and stretching of muscles. The students are participating in ballet classes that are being held at Belleville Area College main campus for the first time this semester.

Ballet was first offered by Belleville Area College a year ago, but this fall is the first time classes met in a room complete with bars, mirrors and a special wooden mat. The room is part of the newest wing of the building, opened last spring.

Previously, classes met off campus at a dance studio owned and operated by instructor Patti Woods.

Woods, who dances with the Missouri Concert Ballet, a regional company, said the classes have proved successful and next semester an intermediate level class will be added.

Each class begins with a warm-up at the exercise bar followed by stretching exercises.

"The purpose of the bar is to develop strength, a straight back and an overall good posture," Woods said.

After the warm-up, the dancers move to the mat where they learn specific steps that later are put into combination.

"We progress as quickly as the class wants to go," Woods explained. "I grade the students on their individual progress, so each student has the chance to develop on his own."

Although the lack of training can make ballet frustrating for adults when they cannot always perform physically what they understand mentally, Woods said ballet gives a person a sense of accomplishment. It also is an excellent overall exercise.

Woods stressed that the benefits of this exercise apply to men as well as women.

"One time 'Sports Illustrated' did a survey on athletes, and ballet dancers were rated overall the best as far as conditioning and flexibility," she said. "Ballet is a very good class for the total conditioning of an athlete."

Exercise is the reason Susan Thompson, a physical education major, and Marti Lamar, a physical therapy major, enrolled in ballet.

"I've always been interested in ballet," Thompson commented. "It gives me a feeling of being so free."

Sharon Rasmussen, a student in pre-architecture, gains mental and physical benefits from the class.

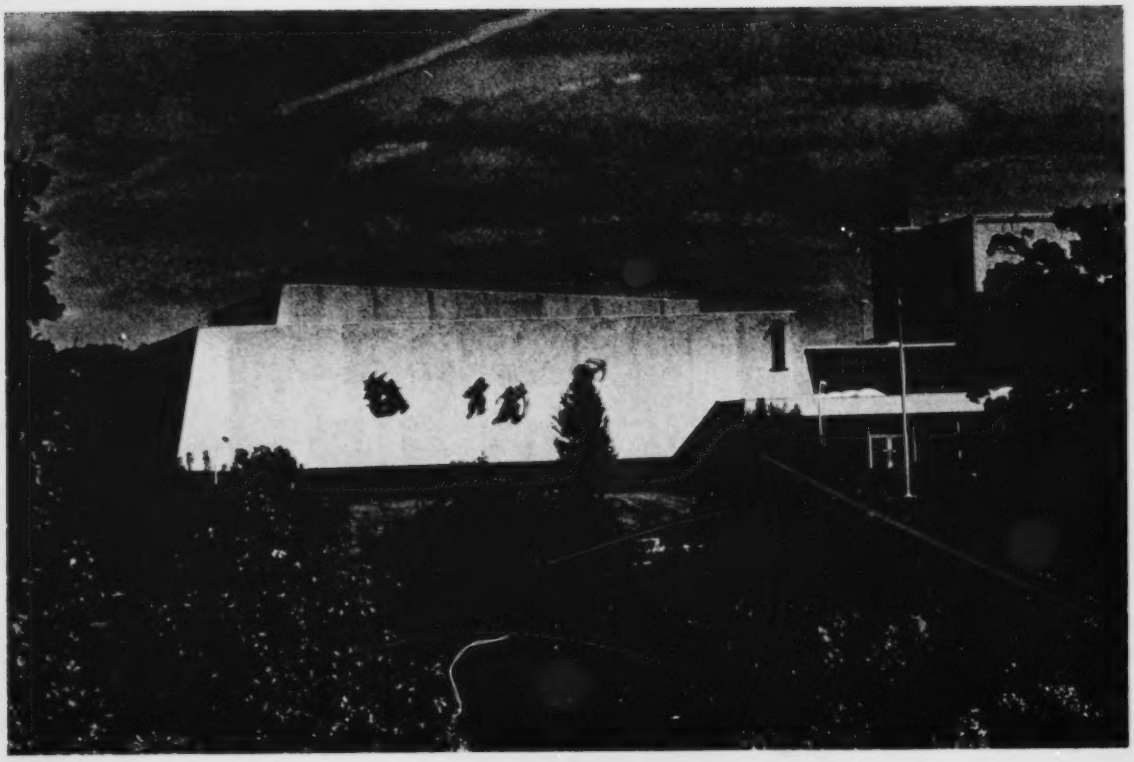
"It puts you in a new perspective after you walk out of class," Rasmussen said. "It keeps my body as well as my mind in tip-top shape."

Mary Margaret Marrone, a dance and theatre major, said that being able to take the classes through the college makes studying ballet affordable.

Another student hopes the class will benefit her in her work. Christine Brewer, an opera singer with the Opera Theater of St. Louis and the St. Louis symphony, said:

"I'm taking the class for my staging. Hopefully I will gain more poise and coordination on stage."

BLACK HAWK COLLEGE



BLACK HAWK COLLEGE. Moline, Illinois. Founded 1946. People served annually in credit courses: 19,290.

PRESIDENT: Richard Puffer; BOARD CHAIRMAN: Janet Cartwright; BOARD MEMBERS: Ray Botch, Hannelore Huisman, Dewey Nelsen, John Peterson, Otto Schwefel, Lucius Vargas and Dean Craine.

BLACK HAWK HIRES LABOR TEACHER

by Trudy Ring, Metro East, August 19, 1981

Diane Hammon says she is a cause-oriented person, and she's found a job that allows her to promote a cause.

A new coordinator of labor studies at Black Hawk College, she'll be helping to educate area workers about the heritage, rights and responsibilities of organized labor and how to become more effective union members.

Hammon replaces Rick Kozlowski as coordinator of the program. Kozlowski has gone to Northern Illinois University, DeKalb, to work on a master's degree in labor studies.

Hammon, a native of Lansing, Mich., said she has been attracted to organized labor for several years.

"I had been philisophically attached to the labor movement throughout my undergraduate years, but it didn't crystallize until I got out and worked. I didn't come from a working class background."

The daughter of a General Motors executive, Hammon majored in pre-law at Michigan State University, receiving a bachelor's degree in 1976. Then she went to Philadelphia to study criminal law and eventually became a criminal law paralegal.

When she came back to Michigan to look for work, she made the move that strengthened her ties to labor. Her legal background qualified her to work in labor relations, and she took such a position with General Motors in Flint, Mich.

There she saw a great dichotomy between labor management, she said, with union workers and lower management personnel – like herself – far removed from corporate decision-making.

"Very few people around me realized the position they were in," she said. "They thought they were part of the General Motors team. They didn't realize how far they were from the pie in the sky."

She had grown up with a very different perception of corporate life, she said. "My father's a very fine person. He recognizes people's worth, so I didn't grow up with the idea that there was this dichotomy between management and workers. It was one of these things I had to learn."

She left GM in January 1980 and went to work full-time on a master's degree in labor and industrial relations at Michigan State. At the same time, she worked with the university's labor program service, a non-credit educational program much like the credit program she's coordinating now.

That activity helped push her toward her present career, she said, adding, "I had wanted to teach for years." She received her master's degree last March and came to the Quad-Cities in mid-July.

One of her responsibilities as labor studies coordinator will be recruiting union members for the classes. She said she will spend a lot of time attending their meetings and social events and presenting a case for taking labor education courses.

She also will attend various special events related to labor, such as a recent local rally in support of the air traffic controllers' strike and a rally for jobs September 19 in Washington, D.C. She is on the committee for a program on the impact of multi-national corporations, to be presented by local labor and religious groups later this year.

She probably will teach three classes this fall, she said, and is in charge of hiring part-time instructors for the others. Hammon is a union member herself, belonging the the American Federation of Teachers.

Hammon said she thinks education in labor studies can help improve the lot of workers. "Education, first off, is a motivator because you start understanding what's happening and why it's happening and what to do about it," she said.

"It's basically (improving) awareness and giving them tools to learn how to change the system."

A change that is necessary, she said, is an increase in democracy in the workplace. "Workers don't have any say in how things are going to be done," she said. "Workers' input has never been important in the vast majority of workplaces."

Also she said, the United States needs legislation regulating plant closings and providing retraining for workers displaced by these.

She acknowledged that the popular image of organized labor is not necessarily complimentary. "People like to have scapegoats," she said. "They see people working for major agricultural implement dealers, making good wages and benefits, and blame them for increases in prices. But that's not how it works."

The general public must realize that unions are not the enemy, she said. Unions have helped raise the standard of living in the United States and have been active in supporting social programs, including those that do not affect only unions, she said.

The Reagan administration and the conservative movement might make the next few years difficult for organized labor, but liberal forces are mobilizing in response, she said.

She said she expects students in labor studies this year to be mostly union members, but the classes are not restricted to them.

"I don't know if there'll be many who are just off-the-street curious types, but I'd welcome them," she said.

CITY COLLEGES OF CHICAGO

Wright College

Olive-Harvey College

Daley College

Malcolm X College

Truman College

Kennedy-King College

Chicago Urban Skills Institute

Loop College

CITY COLLEGES OF CHICAGO. Chicago, Illinois. Founded 1911. People served annually in credit courses: 214,881.

CHANCELLOR: Oscar Shabat; BOARD CHAIRMAN: John Taylor; BOARD MEMBERS: Dorothy Branch, Theodore Jones, Andrew McGann, Joseph Meegan, Eugene Moats, Arthur Velasquez and Jack English.

"MR. CUB" SIGNS UP

by George Holland, Lerner Newspapers, August 25, 1981

Hall-of-Famer Ernie Banks, known as "Mister Cub" during his baseball playing days, has enrolled at Truman College for the fall semester. The popular athlete may have lost a step or two since his playing days ended a decade ago, but he hasn't lost any of his well-known enthusiasm. "You're never too old to learn," he said adding that "Truman College is a fantastic place."

Banks, one of Chicago's most popular citizens, is now one of our town's most famous bankers. He's a vice president for commercial loans at the Bank of Ravenswood, 1825 W. Lawrence Avenue.

Banks will attend classes part-time, working toward an associate of arts degree at the two-year college. He plans eventually to obtain a master's degree in business administration, possibly at the University of Chicago.

Banks will contribute some of his baseball expertise to the school by working as a part-time assistant to baseball coach Bill Rozich, and hopes he can find time to compete with Truman's golf team. He shoots in the 70s and holds a five handicap. "I want to succeed in two different sports," he said. "I'm shooting for the seniors golf tournament next year."

Once a cotton picker in Dallas, Texas, Banks began his baseball career with the Kansas City Monarchs. The Cubs signed him in 1953, one of the best moves ever made by the team. He was the first black player for the Cubs, and he quickly became their most popular player with fans and teammates alike. His 512 career home runs place him among the all-time great sluggers, and he was the first and only National League player to win back-to-back most-valuable-player awards, in 1958 and 1959.

Banks is enrolled through the Cooperative Education Program at Truman College, a program directed to the student who is working in a job related to his field of study.

FORMER CETA CENTER OPENING DOORS TO ALL IN NEED OF SKILLS

by Carole A. Carmichael, Chicago Tribune, August 9, 1981

A vocational training center, previously available only to the economically disadvantaged in public employment programs, is opening its doors to all city residents in need of job skills.

The William L. Dawson Skill Center, part of the Chicago Urban Skills Institute and City Colleges of Chicago, is offering its programs to interested candidates.

Until recently, explained Donald B. Smith, executive vice president of the center at 3901 S. State Street, programs were offered only to participants in Comprehensive Employment and Training Act (CETA) programs. .

"We're reducing our CETA funding support of the program and expanding our programs with the traditional funding support of the City Colleges," he said.

"This will allow us to open up the program to people who are not CETA eligible but have a need for this training," Smith said.

The center dates back to 1969, when programs were started to serve unemployed, undereducated, and disadvantaged adults in the stockyards area. The exodus of the meat packing industry had left many people unemployed, with no training for other fields.

Since then, the center and its programs have grown. Offerings now include licensed practical nursing, mechanics and other automotive specialties, electromechanics, ophthalmic assistant, combination welding, clerk-typist, word processing, legal and medical transcription, and mechanical drafting.

"We wanted programs that graduates could use to enter the job market and where there would be a definite opportunity to advance," Smith said.

"There was concerted effort not to offer programs that are dead-end and really don't have jobs at the other end," he said.

When the programs were offered to CETA participants, a stipend was attached to the training. However, in opening the programs to the public, the stipend cannot be offered.

"To offset the stipend . . . the City Colleges Board of Trustees has designated the program as nontuition for Chicago residents," Smith said. However, there is a materials fee, Smith said.

DANVILLE AREA COMMUNITY COLLEGE

DANVILLE AREA COMMUNITY COLLEGE. Danville, Illinois. Founded 1946. People served annually in credit courses: 7,199.

PRESIDENT: Ronald Lingle; BOARD CHAIRMAN: George Richards; BOARD MEMBERS: Nancy Bates, Richard Belton, Richard Doyle, Michael Finkle, Edward Layden, Harry Stewart and Joe Nasados.

DANVILLE HELPS INDUSTRY, BUSINESS FILL TRAINING VOIDS

by Andi Davis, The Commercial News, April 13, 1981

Computer-training, time-management and financial trends - Danville Area Community College has long been involved in teaching courses to help adults improve skills.

However, workers and employers often need training in a specific area in a hurry - something more specialized than a college course. Danville Area Community College has stepped in to fill that need.

The Danville Business and Economic Institute "opened" last fall, offering seminars and workshops to groups with specific needs. So far, the Institute's crowning effort has been the Economic Symposium, which attracted 100 community leaders to hear three speakers discuss the area's economy and ways of improving it.

The Symposium is not the Institute's only effort, nor is it the only one with potentially far-reaching results, officials say.

The Institute offers seminars, workshops and symposiums which are "tailor-made" to any group requesting them - working to improve financial development of business, industry and organizations. So far, the response has been "astounding," according to Judy K. Myers, coordinator of the Institute.

Ideas for seminars come from all walks of life. Danville Area Community College president Joseph Borgen suggested the Economic Symposium. Other persons from the community may have an idea for a program that is just as worthwhile and important to a specific group, Mrs. Myers said.

Danville College is taking a more active role in community needs, according to Mrs. Myers. "Danville Area Community College is definitely taking a role of leadership," she said.

The need for seminars and workshops has increased in recent years, Mrs. Myers said, largely because of technology.

The technology in some fields changes so rapidly, adults need courses to keep up and in some cases, catch up. "Technology is making it necessary for all of us to go back to school," she said. "Adults are realizing they have to continue their education."

Seminars are geared to adults instead of the 18-and 19-year olds who make up most of Danville College's full-time student population. "Adults are more goal-oriented. They know what they want and bring some experience with them."

Workshops have been held on business management, banking, and construction. A wide range of seminars is scheduled for upcoming months - traffic transportation management, and accounting for "non-financial" managers.

Subject matter is not limited to industry or business management.. Mrs. Myers said. Any idea which can attract a group to a workshop is feasible, she said. The institute has sponsored seminars with as few as six participants, but she prefers an average of about 15.

The flexibility of the program is its best asset, Mrs. Myers said. Programs can be developed for any group size, on any subject, in any location (including company plants) and at any time. Some other "institutes" are tied down to a specific building or staff.

The Danville Area Community College Institute will seek any speaker, including but not limited to Danville College staff members.

Lauhoff Grain Company executives participated in the first seminar organized by the Institute. Bill Small, director of personnel, said 20 executives attended eight two-hour sessions on data processing for executives.

"It was really a happy marriage," said Small. Small had been considering such a course to benefit himself and others on learning more about computers. This fall, Lauhoff decided to switch computers. Small contacted a Danville College instructor he knew and learned the institute was just getting off the ground.

"It went over very well; it was very well accepted," he said.

Dan Anderson, vice president of operations at the Palmer American National Bank, is Institute chairman of the Eastern Illinois Study Group, which provides continuing education for bank employees and officers.

Members of the group decided to sponsor a program for bank executives. Recently, 79 executives from banks throughout the Danville Area Community College and Eastern Illinois Study Group area attended a seminar at the Danville Country Club.

"We were expecting about half that," Anderson said.

Judy Kegley is treasurer at Lenover Sales and Service, Inc. and vice president of the Danville chapter of Women in Construction. The organization contacted Danville College November 1 asking about a course on introduction to construction. "By Dec. 1, we were mailing out information and by January 13, we were starting class," she said with a laugh.

Eighteen members of WIC and others took the 12-week course.

Danville Area Community College is one of but a few colleges in Illinois with such a program. Others include Triton Community College, the College of DuPage and Oakton Community College. The University of Illinois offers the Executive Development Center which is a business-oriented program for executives.

Since the college began its program, Mrs. Myers has received inquiries from a number of other community colleges.

Danville Area Community College seminars have attracted 660 participants thus far. The college sponsored six seminars in the fall semester, "because it was just getting started," Mrs. Myers said. "We emphasize quality not quantity."

The spring semester has spawned eight seminars with another eight scheduled in the next four months. One is already planned for July.

"We're in business when business is in business," Mrs. Myers quipped. The average operating cost of each seminar is about $50 per participant, she said. The program is self-supporting. The participants or business pay the seminar costs through fees.

Businesses and organizations that want to sponsor a seminar through Danville Area Community College have nothing to lose, she said. Danville College likes to co-sponsor workshops to increase interest and contact more possible participants. Some co-sponsors foot a portion of the bill, thus lowering the cost to each person attending.

"We're the middlemen," Mrs. Myers said. The Institute lines up the speakers, prints the brochures and packets of seminar information, rents the building facility and otherwise organizes the seminar.

"It takes a lot of time," Mrs Myers said, more time than most organizations have to set up a seminar. Danville Area Community College pays Mrs. Myers and her staff.

COLLEGE OF DUPAGE

COLLEGE OF DUPAGE. Glen Ellyn, Illinois. Founded 1966. People served annually in credit courses: 45,853.

PRESIDENT: Harold McAninch; BOARD CHAIRMAN: James Blaha; BOARD MEMBERS: Anthony Berardi, Robert Callan, Francis Cole, Diane Landry, Jerald Saimon, James Schindler and Ted Podgorski.

"ALL THEY NEED IS AN OPPORTUNITY"

Sun Newspapers Inc. November 25, 1981

Motivation is no problem for the students in College of DuPage's Indo-Chinese food service program: many have recently escaped from their homelands in Indochina to start a new life here. They're not about to let a lack of fluency in English—or even, in some cases, illiteracy in their own native tongue—stop them now.

There are 15 students in the new food service program, funded by the Comprehensive Employment Training Act program, its goal to teach these people "survival skills" in the trade. Not surprisingly, survival skills come naturally to them.

"These students are very serious about their studies," says food service and motel management coordinator George Macht. "They're receiving intensive training, and when they're through in mid-December, they will be better prepared than a lot of the food service workers out there."

Macht and instructor Shirley Frost are emphasizing not only food service skills but English terms used in the trade, sanitation, how to dress for the job, trade mores, techniques of job-hunting, and general tips on things like the importance of arriving at work on time.

"We're teaching the basics," adds Mrs. Frost. "Everyone needs to know what it's like to eat American-style."

The idea for the classes first came from Barbara Pfeiffer, director of the college's CETA program, who was looking for a course to teach non-English speaking people skills for the fast-foods industry.

"There's a great need for career people in the hospitality industry," says Mact, so the idea was changed to apply to restaurants and the motel-hotel world.

"These are career-oriented people, supporting families. They pay attention to detail—and once they learn something, they do it very well. All they need is an opportunity, and once they get it they could become a commodity in great demand. They want to work, and we want to help them stay off the unemployment rolls. We're just trying to give them a chance."

New to this country, many of the students fear rejection because they are members of a minority. Macht is hoping that prospective employers will be understanding of their circumstances. They will not have the best English skills at the start. Some will need to be hired in pairs, to enable them to share a ride when they can't afford a car.

Refugees from Vietnam, Cambodia, Laos and other countries of the Far East, these students all take English classes from 8 to 10 a.m. daily. From 10 a.m. to 4 p.m., they study the food service techniques. For all six hours, they are required to speak English.

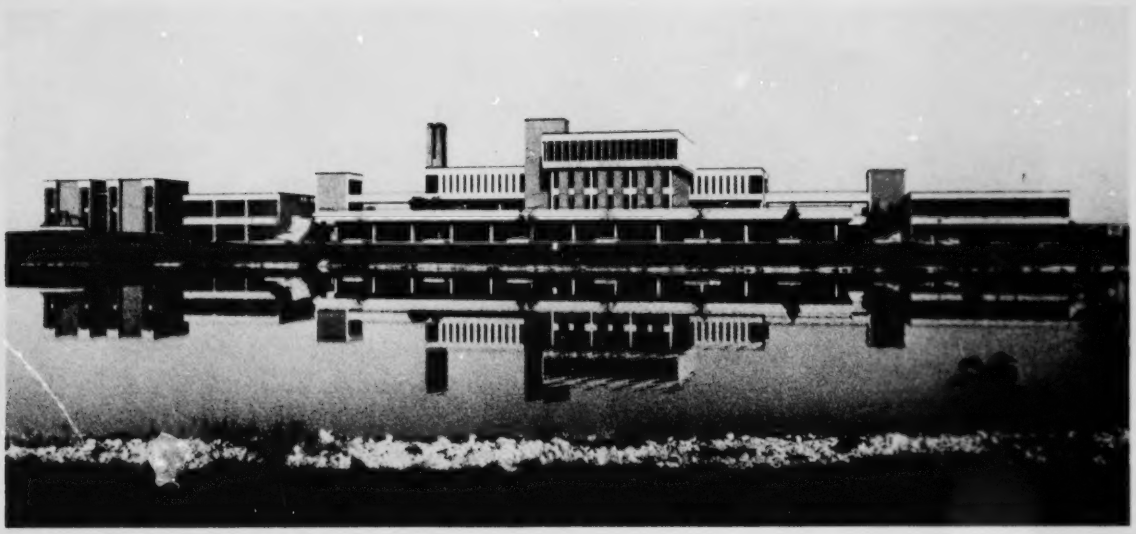
"I couldn't speak all of those languages anyway," says their teacher, a graduate dietitian of Cook County Hospital who has also worked at the Art Institute in additon to College of DuPage.

"The best way to communicate is for all of us to speak English."

The program is already bearing fruit, with one student working in a nursing home. Central DuPage Hospital has indicated a willingness to reveiw applicants from the program for employment there, and several restaurants are exploring the possibilities.

"This is a very gratifying program," says instructor Frost. "These students want to learn, and remember what you show them. One young girl recently made the best pastry I've ever had. That type of gratification is worth its weight in gold."

ELGIN COMMUNITY COLLEGE



ELGIN COMMUNITY COLLEGE. Elgin, Illinois. Founded 1946. People served annually in credit courses: 9,002.

PRESIDENT: Mark Hopkins; BOARD CHAIRMAN: Harry Seigle; BOARD MEMBERS: John Duffy, Renard Jackson, Carl Lundstrom, Barbara Schock, Edward Sieracki, Andrew Trapani and Adam Ackmann.

GERMAN FIRM TO ELGIN

by Steve Pokin, Daily Courier News, April 28, 1981

Elgin will become the home of a West German manufacturing plant which over the next several years could employe as many as 600 persons with a $10 million payroll as the result of joint state, Elgin Community College, Elgin Chamber of Commerce co-operation.

Representatives of the Flender corporation and Gov. James R. Thompson Monday signed an agreement which will provide state funds to train company personnel.

Flender Corp. will hire 100 to 140 workers this summer and forecasts a workforce of 500 to 600, President Otto Dolman told the Daily Courier News this morning. Two separate state agencies are funding the first 18 of those employees, who went to Bocholt, West Germany–the corporation's home base–April 1. They are scheduled to return June 30.

"This training agreement is the result of a real team effort among the Flender Corp., the state of Illinois, the community of Elgin and the Elgin Community College," Thompson said in a statement issued through his office Monday.

Dolman said he selected Elgin as the site of the new plant after studying the caliber of the local workforce through interviews with local manufacturers. Flender Corp. operates a warehouse in Addison.

A 30,000 square-foot site was selected at Illinois 31 and the Northwest Tollway, Dolman said, but when he learned of the possibility of state funds available through Elgin Community College he decided the corporation would do even the most sophisticated manufacturing in Elgin, and expanded the site to 60,000-square feet in Elgin Oaks industrial park.

The corporation manufacturers power transmissions for industrial equipment. Long-range plans call for a 300,000 square-foot facility. Dolman said he will be moving corporate offices to the Elgin location within a few weeks.

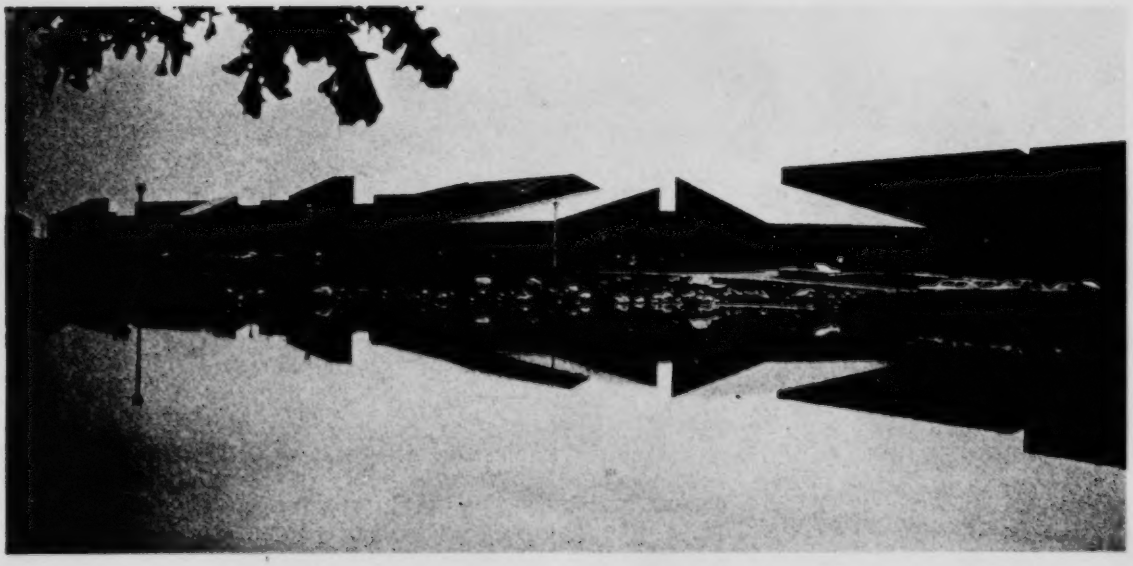
Acquiring the funds for the training program went without snags, according to Dennis Sienko, director of occupational relations at the college. Flender Corp. received $108,555 from the Illinois State Board of Education, under the High Impact Training Service program, to train the 18 employees now in West Germany.

The corporation also received $154,615 from the state Department of Commerce and Community Affairs, through the Industrial Training Program. This money, according to Seinko, will be used to help pay salaries for the 18 trainees and will also help cover items such as travel and lodging.

The second phase of the training program begins when the 18 trainees return to Elgin with a few workers from the West German plant. They will help train the estimated 100 workers Flender plans to hire this summer.

Using an estimate of 10 percent annual inflation, Dolman guessed that his workforce of 500 to 600 will eventually have a payroll of $10 million.

WILLIAM RAINEY HARPER COLLEGE



WILLIAM RAINEY HARPER COLLEGE. Palatine, Illinois. Founded 1965. People served annually in credit courses: 30,431.

PRESIDENT: James McGrath; BOARD CHAIRMAN: Brian Barch; BOARD MEMBERS: Janet Bone, Kris Howard, Ray Mills, Albert Vajda, David Tomchek, Donald Torisky and John Malkowski.

PROJECT AIDS WOMEN THRUST INTO BREADWINNING ROLE

by Eleanor Rives, The Daily Herald, August 13, 1981

She is 37 years of age, has two children and has been a homemaker for 15 years. Then her life takes an unexpected turn. She finds herself in the midst of a divorce or separation or frantically in need of funds because of her husband's illness or unemployment or alone because of his early death.

She is a displaced homemaker—the average displaced homemaker. She is any woman who is forced to become the primary wage-earner of the family. She knows little or nothing about the job market, she thinks she has no skills, she is desperate and terrified and doesn't know which way to turn.

That is the picture of a prime candidate for Harper College's Project Turning Point, a state-funded program that offers career counseling, emotional support and assistance in job placement. Because Project Turning Point is an integrated part of the Women's Program, the participant may attend courses and workshops in that program and apply for a tuition grant if she needs it and qualifies under state guidelines.

The Women's Program itself, about 13 years old, always has served women in transition, according to Rena Trevor, its director. It is designed to help women recognize and reach their full potential.

About 3,000 women were in the Women's Program last year. Of these, 217 were in Project Turning Point. Of that number 65 were placed in jobs and 152 chose to continue taking courses to prepare themselves for their career.

The first funded displaced homemakers program at Harper was in 1978 under the Comprehensive Employment and Training Act. Conditions of acceptance were rigid, and many Northwest suburban women who needed help found themselves disqualified.

In the fall of 1979, the Women's Program received a six-month grant from a new state-funded program, the result of legislation introduced by State Rep. Virginia Macdonald, R-Mount Prospect. Funded by the Illinois Department of Commerce and Community Affairs, the program tailored its guidelines of acceptance to the region in which the center is located. There are six such funded centers in Illinois that offer displaced homemaker programs. Harper is one of them.

"More women can qualify now because the program takes into account the differences in the cost of living out here," said Trevor, who designed and administers the program. "It provides tuition grants, not the old CETA stipends."

A second grant carried the state-funded program to June 1981. And it has just been re-funded to the tune of $32,000 for another year, starting Aug. 1.

To get in the program, women must not be gainfully employed, but in a position where they need to be because they are heads of families," Trevor said. "We interview them, find out what their situation is and customize the service to each individual woman. The best majority are placed in 'Career Development,' designed to prepare women for the work world."

While they are taking that eight-week course, the women are counseled continually. At a certain point, Rita Michalek, the program's placement coordinator, tries to find them gainful employment – not just a job they could have obtained on their own, but a job with a decent wage, with benefits and the opportunity for career growth.

Michalek's work doesn't begin and end at that point, however. She does in-depth career counseling whenever it is needed, sometimes suggesting that women take "Single Again" or "Leave-taking" seminars for emotional and moral support, or a course in assertiveness training or "Women in Sales" or perhaps such workshops as "Starting Your Own Business" or "Overcoming Math Anxiety."

She helps them write their resumes and prepare for job interviews. And she works in close conjunction with other agencies – public assistance offices and other sources of financial aid.

"Many women have no ready cash," she said. "Even if she lives in a nice house, a woman's money may be all tied up. Her credit cards may have been taken away, and she has to wait for money to be doled out even when the kids need shoes. I live through all of that with them."

One of the most exciting aspects of Michalek's job is the liaison she has established with the business community in the Northwest suburban area. She and Rena Trevor created a handbook for employers that tells the whole story of the mature woman. On the cover, MATURE becomes an acronym for Motivated, Achieving, Trainable, Useful, Realistic and Effective. Within are some impressive resumes.

In the past year and a half, Michalek has sent thousands of letters to businesses in the area that have 100 or more employees and personally has contacted personnel managers at scores of smaller businesses and all the hospitals in the area. Nearly 100 positions have been secured by Project Turning Point, ranging from food broker at General Mills to claims processor at Kemper Insurance Co. to secretary to buyer at the Bahai National Education Center. Positions have been filled in nursing, drafting, travel agency counseling, art director apprenticeship, research, marketing and alcoholism rehabilitation counseling.

One of the most cooperative businesses has been Northrop, Defense Systems Divison, in Rolling Meadows. Northrop's personnel representative, Sharon Kleban, has been instrumental in hiring eight Project Turning Point women ranging in age from 27 to 62.

"It's an exciting channel of recruitment, a great way for a company to get good help without advertising or employment agency costs," she said. "We have been happy with all of these women."

Kleban does more than just help find employment for displaced homemakers; she personally visits each "Career Development" class at Harper to speak to the participants.

During her first visit to Harper last February, Kleban interviewed 15 women. Some were terrified. Some didn't even know how to handle a checkbook.

"The difference in the displaced homemaker from other women applying for jobs is the fear and insecurity," Kleban said. "I recognize it and pull it out. I tell them it's OK to be afraid. These women need enormous stroking. You are dealing with women who have no sense of self-worth."

Kleban's empathy springs partly from her own experiences. After 13 years at home, she returned to the work force six years ago out of financial necessity. Her divorce followed her return to work.

At Harper, she tells the women, "Have confidence in yourself. It doesn't matter what you wear to an interview; just look in a mirror and be able to say to yourself, 'I look smashing today!' "

"HERE IT SEEMS THAT PEOPLE CARE ABOUT PEOPLE."

At Harper College, "Everybody has been super helpful," says Connie Georgoulis who got back in the job market as a result of Project Turning Point.

"I will never place a woman in a job she can not do," says Sharon Kelban, personnel representative for Northrop, Defense Systems Division. So far Northrop has hired eight women through the Project and is pleased with the results.

Project Turning Point helped Pat LaFaire, left, start a new career. "You learn you can do something about your situation," she says.

One of Northrop's recruits from Harper is Rosemarie Schaefer of Arlington Heights, who started in the reproduction department last May. A mature woman with blue eyes and softly curled gray hair, Schaefer was divorced 20 years ago after 14 years of marriage. Her sons were 6 and 12 at the time.

"It's a 24-hour job rearing children right," she said. "You should be home, if possible. But after the divorce, it wasn't possible for me."

Schaefer had a variety of interesting jobs at one time owning and operating a beauty shop. She also previously had to contend with a variety of on-the-job attitudes of sex discrimination and, in recent years, age discrimination, but not at Northrop.

"Some young people don't know how to handle older women as adults," she said. "They talk down to them, treat them more as children. Perhaps older people are threatening to them."

After a period of unemployment, Schaefer found her way to Northrop through Harper's "Career Development" course, one of several courses she has taken at the college.

"Harper gives you confidence and some self-esteem," she said. I've had so many bad experiences in life. I think that course is really great."

When she first walked into Northrop, she "had a good feeling about it. Here it seems that people care about people. I feel more relaxed here than the other places I've been."

There have been instances at Harper where a displaced homemaker is so highly qualified that she needs only to be pointed in the right direction. She has had a year's experience in school social work, a year in medical social work and seven years of experience with the Illinois Department of Children and Family Services. But she hadn't worked since the birth of her son in 1974.

When her husband was injured at work, she felt a financial need to return to her career. But she was rusty at resumes, unfamiliar with the job market and needed general moral support. At Harper, where she was enrolled in a management class, she heard of Project Turning Point.

During her interview with Rita Michalek last January, she mentioned that she had a master's degree in social work. Rita's eyes flashed. "That's criminal!" she said. "Let me make a phone call." And a job interview was immediately arranged at Little City Palatine, a training and treatment center for the mentally handicapped.

Georgoulis became a community worker in Little City's outreach and family support program. In June, when federal funds under Title 20 were renewed at Little City for another year, she was promoted to coordinator of community services, adding to her responsibilities the counseling of students preparing for the transition to apartment living. She handles a case load of about 40 a month.

"Everybody has been super-helpful," she said.

Then there are displaced homemakers like Pat LaFaire of Palatine who decide to pursue a new career through Project Turing Point. In LaFaire's case, it was nursing.

LaFaire has surmounted incredible obstacles in her determination to make it. She has suffered through her husband's leaving her during her pregnancy, his bankruptcy, their divorce, loss of her house and car, the closing of her small business and the birth of her baby. In desperation, she moved to the Northwest suburbs where she had friends. She worked and reared her baby girl, now 2½, as best she could.

In June 1979 she went to Harper for counseling and was told about Project Turning Point. Rita Michalek got her into the program. At the same time, she went to school afternoons and evenings to meet the prerequisites of the nursing program.

LaFaire will start her clinical work in the fall at Northwest Community Hospital, Alexian Brothers Medical Center and St. Joseph's Nursing Home. Her daughter, cared for in a community child-care center, was transferred to a preschool nursery program this month.

LaFaire can't sing the praises of Project Turning Point loud enough.

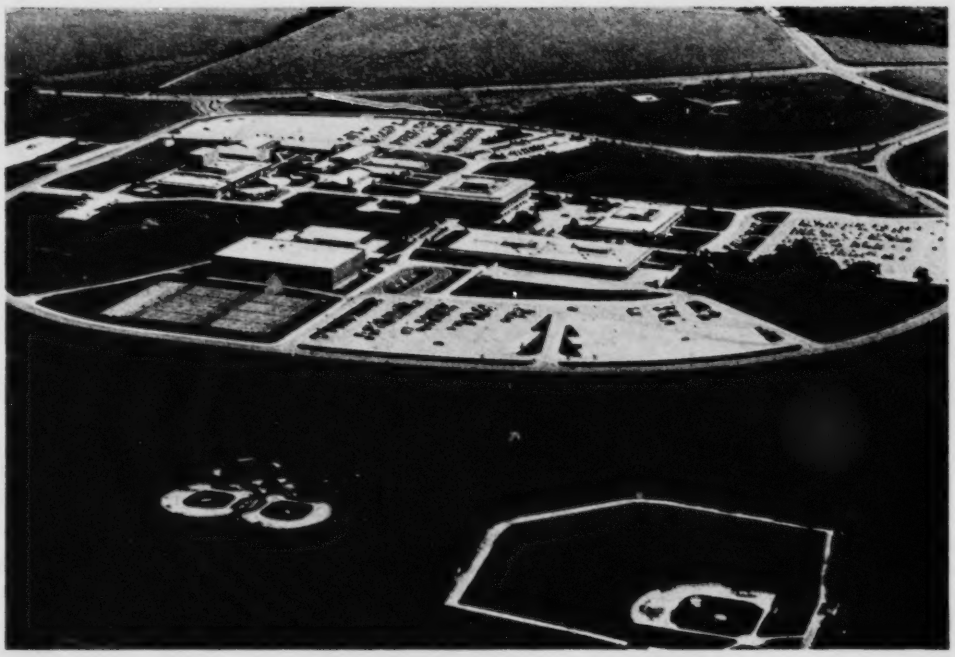
"I was out there hurt and lost and confused for a long time," she said. "What helped most was to find out I wasn't the only one in that situation. We even formed a club. Our phones are always available to each other. We have urged many other women into the program."

What was amazing to LaFaire was the number of women in the Northwest suburbs so afraid to let anyone know they were hurting. Many were without skills.

"You learn that you can do something about your situation," she said. "It's not going to be forever. You must decide what you want to do with your life."

Rita Michalek and Rena Trevor are interviewing applicants for Project Turning Point on an ongoing basis. Women who must become the sole wage earners for their families and need help and support in obtaining employment or returning to school are urged to call the Women's Program at 397-3000 ext. 558, 560, or 272. Project Truing Point is located in Building P, Room 125 on Harper's Palatine campus at Algonquin and Roselle roads.

HIGHLAND COMMUNITY COLLEGE



HIGHLAND COMMUNITY COLLEGE. Freeport, Illinois. Founded 1961
People served annually in credit courses: 7,659.

PRESIDENT: Joseph Piland; BOARD CHAIRMAN: Robert Urish; BOARD MEMBERS: Rosemary Dueball, Robert Harlan, Eugene Hartley, Sandra Hasting, Karl Rausch, Franklin Walker and Jan Modlinger.

MOBILITY TESTED

by Steven Kraske, Journal Standard, March 3, 1981

The world of the handicapped student is full of frustrating challenges, like sloping sidewalks, unreachable water fountains and inaccessible bathrooms.

The Student Senate at Highland Community College learned that lesson Thursday during "Handicapped Day." The 15 senators adopted crutches, wheelchairs and eye patches in an attempt to learn firsthand what it's like to be handicapped.

Most were startled by the difficulties they experienced. Two students got stuck maneuvering wheelchairs in an IMC Buidling bathroom and admitted they had to "cheat" to get out.

Wheelchair riders learned the art of guiding chairs through narrow doorways. One student found out it was impossible to read the library's main dictionary placed high on a reference shelf.

All questioned were grateful their handicapped stints were temporary.

Highland Community College student Jan Modlinger, who has been confined to a wheelchair since an auto accident seven years ago, came up with the "Handicapped Day" idea. "This is the International Year of the Disabled Person," she said. "It's an excellent year for people to get some feel for what it's like to have a handicap.

"Some things are troublesome here that you don't realize unless you're crippled. It's just another perspective."

Highland is a better place for handicapped students than most schools, she said, mostly because of sensitivity shown by the maintenance department. "Still," she stated, "a lot needs to be done."

Brian Brandt, senate president who confined himself to a wheelchair for the day, said he had to figure out ways to get around many obstacles. He admitted there was a certain amount of fun involved in the day, but said, "By the same token, they (the senators) realize now what handicapped students have to go through everyday."

Brandt said the senate will file a report recommending changes to Ed Stevens, director of building and grounds.

Brandt and Brad Shearer, student relations specialist, struggled to move their chairs up a hallway slope in the vocational-technical building. Both noted now easily they could have tipped backward during the ascent. No railings exist to aid wheelchair riders.

During a spin through the Family YMCA of Northwest Illinois, Modlinger noted there was no wheelchair access to the basement where weight machines are located.

Shearer commented how much work was involved in rolling his wheelchair. "I'd look like the Incredible Hulk in a week," he quipped.

"I had no idea what a rough time it was until now," stated wheelchair-bound Jeff Shaner, senate vice president.

"One doesn't realize how valuable their health is until it's impaired," said sophomore Brian Stockwell. "People always complain about money, but without their health, where would they be?"

Stockwell experienced an even more distrubing problem during his handicap stint.

"People tend not to be able to respond to a wheelchair person," he said. "They tend to look away.

"They see the wheelchair and say, 'Oh, that guy's mind is bad.' People should look at the inside, not the outside appearance."

ILLINOIS CENTRAL COLLEGE

ILLINOIS CENTRAL COLLEGE. East Peoria, Illinois. Founded 1967. People served annually in credit courses: 21,160.

PRESIDENT: Leon Perley; BOARD CHAIRMAN: Robert Ehrich; BOARD MEMBERS: Paul Coogan, John Dalton, Ruth Holmes, James Johnson, Arnold Miller, Rodney Sumner and Don Ford.

NUMERICAL CONTROL PROGRAM WILL GIVE AREA STUDENTS SKILLS IN GROWING FIELD

by Art Andrews, Journal Star, April 13, 1981

Modern-day industry's adaption of the old player piano, which was driven by a paper belt, is gaining increased popularity and, consequently, there is an increased demand for engineers and tradesmen with new skills.

The trend in industry today is toward more efficient manufacturing techniques, and one method of producing this is through the use of numerically controlled equipment.

Many such machines now are controlled by computers.

Responding to the demand for workers with the new knowledge, Illinois Central College has developed a program called "Numerical Control Technology."

The program will lead to an associate in applied science degree and is designed to provide students with skills for employment in manufacturing industries using numerically controlled or computer numerically controlled machines and processes.

College officials say the recent surveys show approximately $9.6 billion in new capital expenditures are forecast for 1981. Of this amount, a little more than 30 percent of the money will be spent for metal-cutting equipment.

In its final report to the Society of Manufacturing Engineers in spring, 1979, the Battelle Research Laboratory in Columbus, Ohio, asserted:

"To produce engineers educated both in traditional and in advanced manufacturing technology, the technological changes that are taking place in manufacturing must be incorporated into the manufacturing engineering and manufacturing technology curricula."

Much as the old-fashioned player piano responded to commands of the paper belt, numerically controlled machine tools receive coded information, generally given by punched holes in a paper tape or directly from a computer.

The Illinois Central College program can be completed in four semesters of full-time study or else on a part-time basis.

Developed under supervision of Assistant Professor Gary Volk, working with industrial and academic advisory committees, the new program is believed to surpass any technology program of this nature available in downstate Illinois.

Two existing programs – manufacturing technology and mechanical design technology – have been united with seven new courses on numerical control for the 65-hour degree program.

For students who have completed the two-year degree requirements, Illinois Central College also will offer an advanced independent study technical project, enabling students to do independent work in numerical control.

Hands-on knowledge enables the student to take information from an engineering drawing and interpret from it all the planning and machining requirements necessary to produce a finished part.

Positions typically available in industry include numerical control programmer, machine tool operator, process planner, tool designer, applications engineer or maintenance technician.

While the associate degree program prepares a student for immediate employment in industry, most of the courses are transferrable to a four-year school, leading to a baccalaureate degree. A one-year certificate program, numerical control machinist, also will be available.

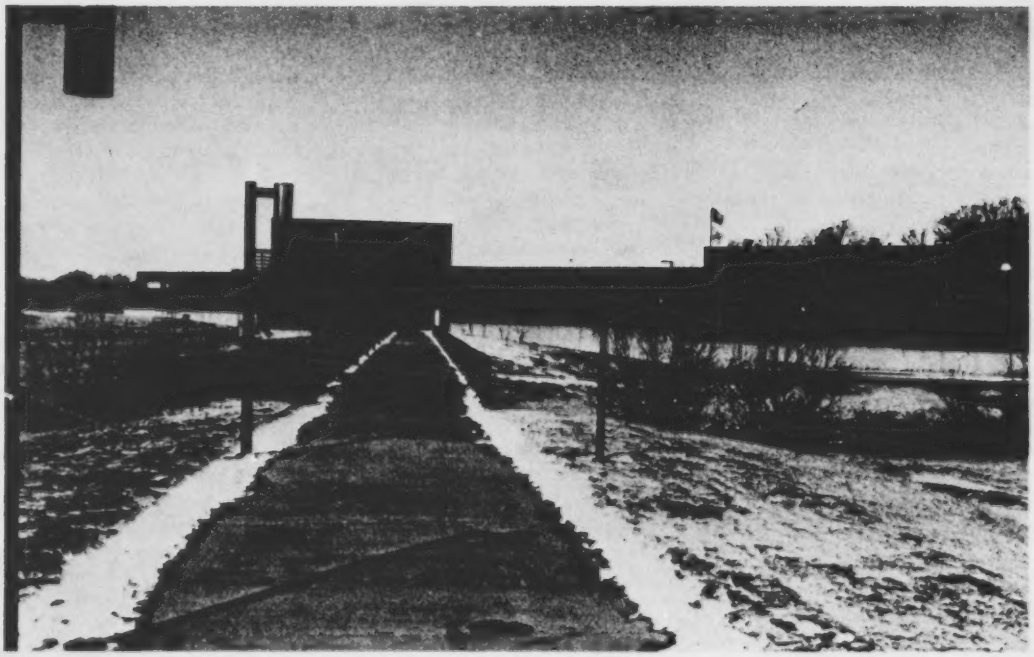
Besides providing entry-level skills for employment as an operator of numerically controlled or computer numerically controlled machine tools, this one-year course permits practicing machinists to upgrade their skills for advancement.

Officials said the mechanical and industrial technologies department, which will operate the program, plans to purchase a computer numerically controlled milling machine as well as input tape preparation devices, a cutter path plotter and other software.

One Peoria-area company already had donated time on a computer remote from the campus for the programs.

The new courses will be taught starting in the fall. During the first semester, courses will be "Introduction to Numerical Control" and "Design Drafting for Numerical Control," both of which are evening classes.

ILLINOIS EASTERN COMMUNITY COLLEGES



ILLINOIS EASTERN COMMUNITY COLLEGES. Olney, Illinois. Founded 1962. People served annually in credit courses: 22,719.

CHANCELLOR: James Spencer; BOARD CHAIRMAN: George Kocher; BOARD MEMBERS: David Hart, Robert Mundy, Richard Roth, John Stull, Kenneth Ward, Kent Wattleworth and James Mobley.

ON-THE-JOB TRAINING IMPORTANT TO PUPILS

Daily Mail, November 27, 1981

The on-the-job training is what two cooperative education students from Olney Central College enjoy about their positions at the Richland County Sheriff's Department in Olney.

"This has given me a basic overview of how a police department functions," said James Buckels of Noble. "One week I'm working as dispatcher, then as a jailer, escorting prisoners to court, working with deputies in serving summons and on patrol. I have a chance to do a little bit of everything."

Richard Ashley of Olney has worked as a dispatcher in his cooperative education experience. "I've found that information I gather can better inform the deputy of what he can expect," he said just after his 11 p.m. to 7 a.m. shift.

Sheriff Joe Willis said he is glad he learned about cooperative education.

"Actual experience is sometimes better than book learning," the sheriff said, sitting in his office. "Cooperative education is a very essential program for anyone. I think it's great."

Buckels began working in the department Nov. 1 while Ashley has been working since June.

"Richard is part of the staff," Willis said, explaining that Ashley decided to enroll in the program through Olney Central College where he is enrolled in the Administration of Justice program. Buckels is also majoring in Administration of Justice. Both men expect to graduate in May.

"I'm planning then to go on to Temple University in Philadelphia and study criminal justice," Buckels said. "Then, I hope to go on to law school and eventually become an FBI agent."

Ashley also plans to attend a four-year university. "I'd like to go to the University of Texas and someday work in a medium-sized department, maybe the size of Evansville."

Both men enrolled in cooperative education after talking with Charlotte Bruce, Olney Central College's cooperative education coordinator. She began organizing the program in the fall of 1980.

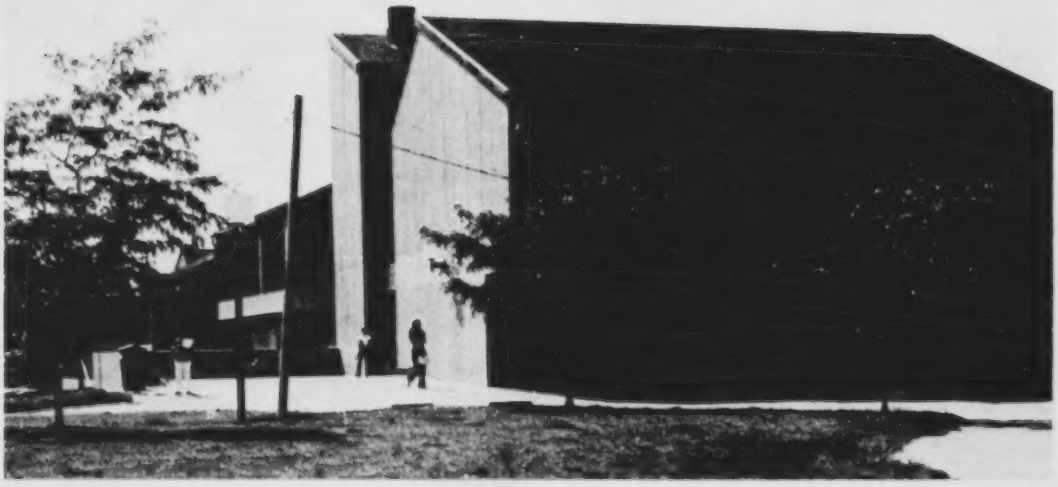
"It's purpose is three-fold," she said. "First it allows the student enrolled to get on-the-job experience while at the same time receive financial benefits. The course also offers three hours of college credit."

Students interested in the program must have a least 18 hours of credit in their chosen field before they are introduced to job orientation skills such as preparing a resume and job interview techniques. Then, the students attempt to find a job in their area with the help of Mrs. Bruce.

"All of this is, of course, with the approval of their advisor," Mrs. Bruce said. "If they find a job, the advisor, student and employer draft a training agreement on what will be expected. This way, the student knows from the start what he or she will learn." she said, adding the advisor will visit the job site through the quarter.

In addition to time spent on the job – at least 10 hours a week – the student will be enrolled in a cooperative education seminar course. It meets for one hour a week so the students can discuss work experiences.

ILLINOIS VALLEY COMMUNITY COLLEGE



ILLINOIS VALLEY COMMUNITY COLLEGE. Oglesby, Illinois. Founded 1924. People served annually in credit courses: 7,000.

PRESIDENT: Alfred Wisgoski; BOARD CHAIRMAN: C. R. Jasiek; BOARD MEMBERS: Karen Andrew, Thomas Brandner, Dale McConville, Sara Penfield, Gordon Sears, Robert Small and Rick Weber.

TRAINING PROGRAMS HELP LOCAL INDUSTRIES

by Matt Cappellini, LaSalle News-Tribune, December 5, 1981

The High Impact Training Services (HITS) program of the Illinois State Board of Education helped G & O Manufacturing in Peru expand from producing four-pound automotive heaters to manufacturing 400-pound locomotive radiators.

The expansion has so far created 12 new jobs, said plant manager Dean Perino.

HITS pays part of the wages of instructors and for training materials. A companion program through the Illinois Department of Commerce and Community Affairs pays up to half of the wages of new employees as they undergo training.

Ronken Industries, Inc. of Spring Valley, Ohmite Manufacturing of Princeton and Westclox are other local industries that have participated in the program. HITS is adminstered here through Illinois Valley Community College and the office of Dr. John Allen, associate dean of career education.

The idea behind the program begun in 1978, said Allen, was to compete with the Sunbelt by providing start-up training funds for new companies and for companies establishing new product lines.

"We had an opportunity to bring a new product line into Peru with a substantial investment associated with it," Perino said. The Peru plant, he said, has good personnel and a good location but lacked the technical expertise needed for locomotive radiators.

HITS and the employee training program provided the economic "incentive" and the opportunity to bring in the needed technical assistance, Perino said. Jean Melanson was transferred from G & O's Toronto plant to teach employees in Peru about radiator manufacturing.

Because HITS allows companies to use their own personnel as instructors, said Perino, the company was able to improve contact between workers and supervisors. "It was a vehicle of increased communication to let people know what we wanted to do," said Perino of HITS.

Perino added that the assistance provided by Illinois Valley Community College was very helpful in G & O's setting up its HITS Program.

"By working through the school it helps them (the companies) to get a training program to meet their specific needs," said Jack Williams, director of HITS.

HITS began in 1978. It had a budget last year of $570,000, made up of $450,000 in state funds and $300,000 in federal funds. However, due to budget cuts, said Williams, federal funding may shrink this year.

Training assistance is listed by industries as one of the top seven reasons for locating in an area, said Chuck Baker, director of the Industrial Training Program of the IDCCA. The Illinois training assistance program was begun in 1979 so Illinois would have the type of program most states already offer.

Its budget was $1.5 million last year.

"The nice thing about these contracts is that they can cut a lot of red tape." said Dr. Allen. He said a program can be set up in two to three weeks.

The compensation for training new employees is especially important for a new company, said Ron Sampo, president of Ronken Industries. The company, which makes oil-filled capacitors for fan motors and power supplies, began shipping products in May, 1981. Sampo said HITS will also be instrumental when the company begins a new capacitor line in January.

"It's really been a great help as far as we're concerned financially," he said. Ronken now employs seven people in addition to its four owners, who served as HITS trainers.

Ohmite Manufacturing had about 50 employees trained through HITS in 1979, but due to economic conditions the plant now employs 15 people, said Susan Davis, personnel manager.

Allen said 15 people were taking part in a tool and die apprenticeship program at Westclox when the plant shut down.

Besides the financial assistance an equally important aspect of HITS, said Perino, is that it tells industry Illinois wants and is willing to help them.

"It tells industry outside of our area that here's a program in our community for you." Perino said.

JOLIET JUNIOR COLLEGE

JOLIET JUNIOR COLLEGE. Joliet, Illinois. Founded 1901. People served annually in credit courses: 20,506.

PRESIDENT: Derek Nunney; BOARD CHAIRMAN: Robert Wunderlich; BOARD MEMBERS: Joyce Heap, Robert Kiep, Judith Little, Rudolph Mahalik, Jr., Perry Rudman, Aubrey Wills and Tana Glasscock.

THIS CHEF RATES FIVE STARS

by Lucile Stewart, Herald-News, June 11, 1981

The five-star restaurant of the future may well feature James Mester as its chef.

Mester, who graduated from Joliet Junior College this month, has won top national, regional, and state honors for his culinary arts displays and demonstrations.

The same day he graduated he won a gold medal from the American Culinary Federation for his exhibit at the National Restaurant Association Food Show at McCormick Place. He was one of two students honored at a luncheon of Golden Toque, an organization of the 100 top chefs of the world.

Mester's achievements are no accident. One of his specialties is cake decoration. "I was very happy with my first cake," he says, "but I kept thinking of ways to improve it. After I finish a cake I always sit down and look at it for a while and write down everything I want to change next time—colors, style, texture, sheen.

"I often work in the college kitchen till the campus closes at midnight or later, and twice I stayed all night and worked. It can take 13 to 19 hours to decorate a wedding cake, depending on amount and kind of decoration."

His wedding cake at the Chicago Culinary Salon was given the judges' award, a golden cup, for best in the show. He had made nine floral corsages of pulled sugar to surround the cake like bridesmaids' bouquets.

He looked at a real corsage and copied the rosebuds, violets, and baby's breath. Then he was asked to make 50 similar corsages as favors for a home economics teachers' workshop at the Joliet Junior College.

His recipe for pulled sugar is very simple: 4 pounds of sugar, 1 teaspoon of cream of tartar, and 1 pint (16 oz.) of water.

Combine the ingredients and pour into a pot. Bring to a boil slowly. When it starts to boil, skin off the top. There are always slight impurities that need to be removed. Cook to 318 degrees, periodically brushing the sides of the pan with a wet pastry brush to remove crystals. Then pour the mixture on a lightly oiled marble slab. The sugar should be cooled slowly and scraped into a ball so that it will cool evenly.

When it holds its shape, begin to pull it like taffy, about 18 or 20 times. The sugar loses it transparency and gains opaqueness and sheen. In a contest it would be judged on sheen. Lay it on a wire screen, with heat lamps above it to keep it at an even temperature. Then it is ready for the tricky part—forming it into various creations.

Mester says that pulled sugar has been called a lost art. There are fewer than a dozen chefs in the Chicago area who can decorate with pulled sugar.

Spun sugar is quite different. The basic recipe is similar, but you add glucose to the mixture, and you cool it very quickly by putting the pan in ice. A wooden tool with nails in it is dipped into the mixture and actually spun back and forth. The result resembles cotton candy. Julia Child does this with a fork.

Last month Mester won second place in the Kraft Student Culinary Challenge for the Midwest Region. He received $[illegible]00, a plaque and a crystal statue, and Joliet Junior College received a plaque, and $200 for a scholarship in his name. He was first in both the bread and pastry categories."

Ice carving is not very difficult, Mester thinks, provided you have a loading dock that will hold a 450 pound block of ice. "We leave it outside for about 1 ½ hours to soften it," he explains. "Hard ice is 20 degrees; soft ice is 30 to 32 degrees.

"We draw the swan, fish or whatever design we want on cardboard. Then we outline the design on the ice with an ice pick. We begin at the top to chop the ice away."

It sounds like the sculptor who said the statue is right there in the marble waiting to come out.

Demonstrations take much of Mester's time. At Davis Career Center near Naperville he demonstrates whatever they ask for, such as vegetable carving, pulled sugar work, bread molding, or safe handling of chef's tools.

He says, "We often carve vegetables for centerpieces. We make palm trees from carrots and green peppers. An apple can become a beautiful bird of paradise. A pineapple basket can be filled with flowers formed from radishes, tomatoes, celery, potatoes, and leeks. Yes, leeks! Split the end and place it in water and it will open like a lily.

Riverside High School has twice invited him to demonstrate for their advanced food classes. He also has appeared twice at state convention of Home Economics and Related Organizations, a club for high school students. At Carson Pirie Scott and Company in Chicago he demonstrated at Kitchen Tech on the seventh floor.

His gingerbread house was donated to the Osteopathic Hospital in Olympia Fields. It was a Christmas present for the children.

This fall Mester will enter Florida International University in Miami for two or possibly four years. He will major in Hospitality Management in Relation to Business Administration.

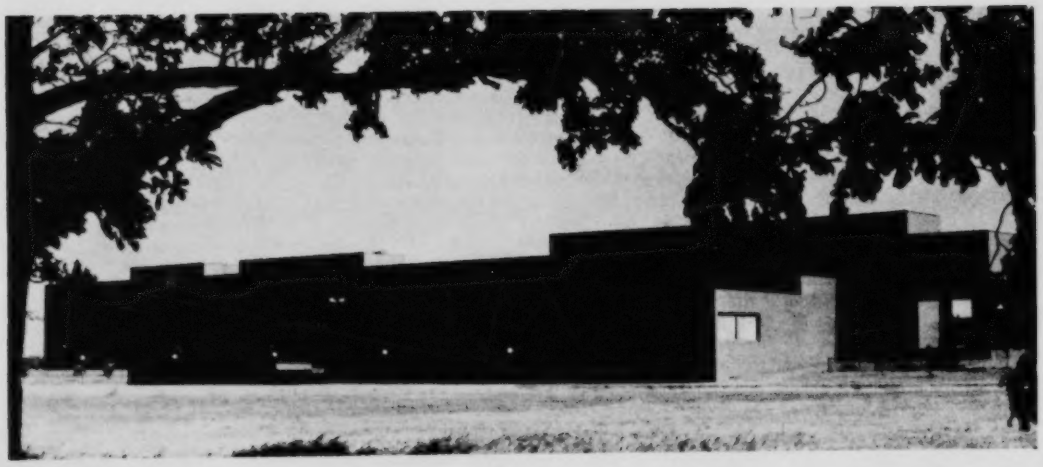
He already has studied economics, business math, marketing, business law, accounting and psychology, in addition to the regular culinary arts courses.

He gives a great deal of credit to his instructor, Charles Wagner, of the Junior College faculty. "Everything I want to learn he teaches me, whether it's in the course or not. I already have enough points to qualify for certification as a cook by the Executive Chefs' Association of Illinois. There are three more levels to work for: working chef, executive chef, and master chef."

This summer he will keep busy filling special orders for wedding cakes. Weekends he works at Alf's Pub, a restaurant in Harvey. Restaurant work was not required for his culinary arts major, but he thinks it helps a great deal.

James Mester is one 19-year-old who knows where he is going. He is the son of Mr. and Mrs. William J. Mester of Hazel Crest.

KANKAKEE COMMUNITY COLLEGE



KANKAKEE COMMUNITY COLLEGE. Kankakee, Illinois. Founded 1966. People served annually in credit courses: 7,481.

PRESIDENT: L. H. Horton, Jr.; BOARD CHAIRMAN: Fey Orr; BOARD MEMBERS: Donald Green, Donald Haley, Charles Huber, Walter Maddox, Betty Meents, Hugh VanVoorst and Carol Shreffler.

WONDERING WHICH OCCUPATION IS BEST FOR YOU?

by Ed McKinley, Daily Journal, October 4, 1981

Which California colleges offer a major in marine biology? How many jobs offer a chance to work both indoors and out? How much money can you make as a welder? When it comes to career questions, students need answers–quickly.

Youths at Herscher and Clifton Central high schools are getting them instantly because of computer hook-ups to Kankakee Community College's computer programmed with career information.

When one student wanted to know which colleges offered courses in equestrian studies, an area guidance counselor was able to name all 34 in the country – thanks to the computer.

For a fee to the company that owns the programming, area high schools can tap the Kankakee Community College system through phone lines. Herscher and Clifton are using it for $500 a year each.

Counselors say the machine can't answer the big questions of how to go about carving a niche in the world.

But information vital to career and education decisions is instantly available through the Guidance Information System. Students leave the guidance office with a print-out for future reference.

The Kankakee Community College computer is programmed to suggest occupations and describe them. Both functions are performed by combining stored information with the student's interests and abilities.

"It won't tell you what you should be," said Herscher counselor Don Taylor, who made more than 650 GSI information requests last school year.

"It's just saying that you have interests similar to people in those occupations."

Clifton Central guidance director Nancy Alexander agrees.

"It's an isolated piece of information," she said. "You have to make the judgment–the computer doesn't make judgments."

Cases in point are the uses made of the system by Herscher seniors Jeff Powell and Tammy Goss.

Jeff says he developed an interest in marine biology through scuba diving in Acapulco during a family vacation.

"I like to work with animals and I love the ocean," he says.

Tammy's interest in architecture and interior design originated with family members.

"I've always been interested in housing and carpentry," she says. "I've done building with my father. My parents introduced me to floor plans by age 9."

So both students were lucky enough to have careers in mind. Both also had some ideas concerning where they would like to attend college.

"On vacations," says Jeff, "We've been both east and west. I don't like the east. I think the west is prettier."

Tammy wanted information on colleges in California and New Mexico.

"My uncle lives out there," she says. "And my (immediate) family might be moving to California."

Taylor didn't have to consult "500 books" to advise the students.

Instead, he punched some buttons on a typewriter-like keyboard and received the information on a printer.

Jeff says he got what he needed.

"I don't know of anybody who has majored in marine biology," he says. "This gave me a description of the job and the required courses."

Another information request rendered a printed list of eight California colleges offering a major in Jeff's subject.

Another command, and the computer spews information on each of those schools. The run-down includes the college name, address, telephone number, approximate enrollment, median SAT and ACT scores, tests required for entrance, application deadline, tuition and fees and cost of room and board.

If that's not enough data, the user has only to send the computer another command to receive more. It has a file of 1,733 four-year schools.

College information is nice for studdents who know what they'd like to do.

How about those puzzling over job and education decisions.

A Journal reporter played that role with Taylor's help.

The instructor opened a closet door to reveal a small unit with keyboard and printer that had cost the Herscher school district about $1,200.

The source of the career information is the U.S. Department of Labor.

The programming–which is brought up to date every six months–belongs to Time Share, a division of Houghton Mifflin Publishing Company.

The annual fee for Kankakee Community College is $2,900. Half the tab is picked up by the Comprehensive Employment and Training Act program administered by the college.

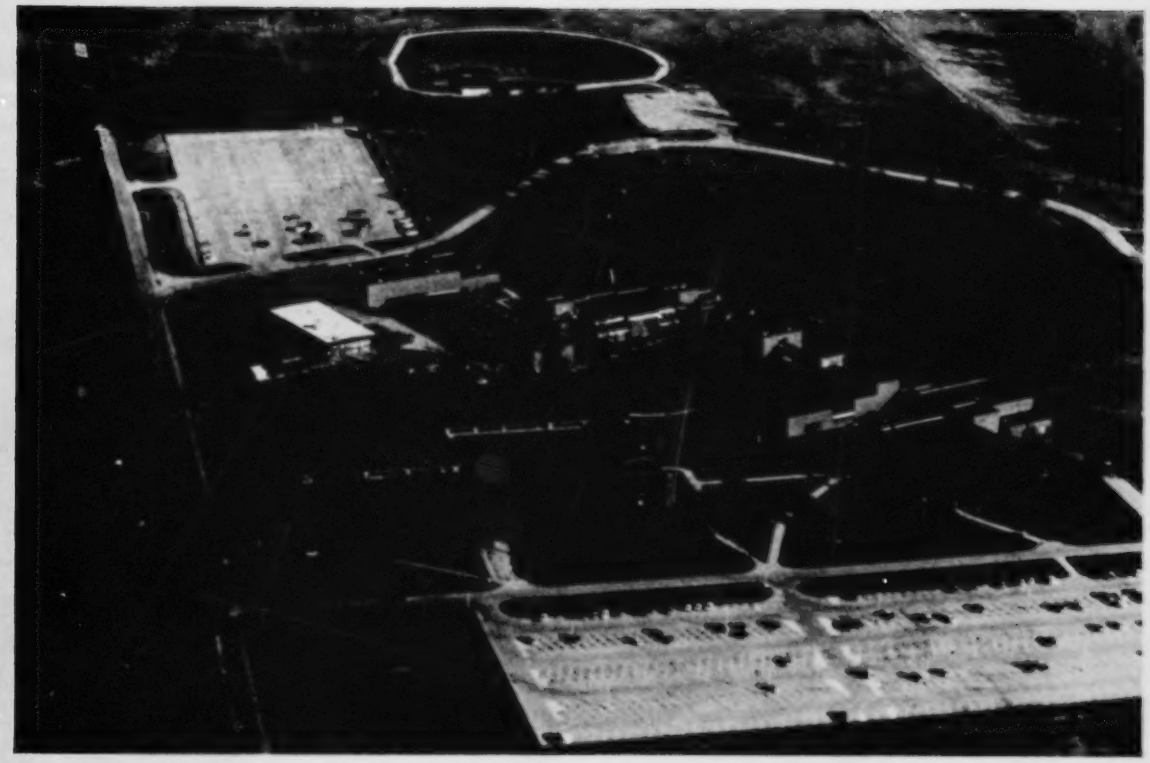
Additional users get a break, with annual charges of $500 each to Time Share.

Kankakee College's Paul O'Conner said the system was used about 1,000 times last year at the college. This is its third year of operation.

He said the system was chosen from among six because it was the "favorite" of the Kankakee Community College staff members, who found it easy to use. And it is the least expensive, O'Conner said. He's enthusiastic about the programming, but said he sees one "flaw."

I'd like to be sophisticated enough to tell how many jobs will be available within the next five years in a 100-mile radius of Kankakee," he said. "St. Louis and Wisconsin are doing it by pooling money for the research and programming."

KASKASKIA COLLEGE



KASKASKIA COLLEGE. Centralia, Illinois. Founded 1940. People served annually in credit courses: 4,730.

PRESIDENT: Paul Blowers; **BOARD CHAIRMAN:** Dale Timmermann; **BOARD MEMBERS:** Robert Gaffner, Myrna Henry, Herschel Kasten, Wayne Michael, Bob Prince, Richard Rich and Lisa Siever.

COMMUNITY COLLEGES ENERGY CONSCIOUS

The Breese Journal, August 20, 1981

The 52 colleges which comprise the Illinois public community college system spent over $14 million to heat, light, and cool their buildings during fiscal year 1981. However, a study recently completed by the Illinois Community College Board shows that the colleges are becoming more energy conscious.

The amount of energy used, reported in BTU's (British Thermal Units) per GSF (Gross Square Feet) of building space, was reduced from 153,691 BTU's/GSF in fiscal year 1978 to 129,786 BTU's/GSF in fiscal year 1981; a decrease of 15.6 percent.

However, because the cost of energy (natural gas, oil and electricity) is rising so rapidly, the colleges experienced an increase in total energy dollars spent of over 45 percent. The BTU/GSF cost increased from 76c in fiscal year 1978 to 97c in fiscal year 1981, an increase of 33 percent.

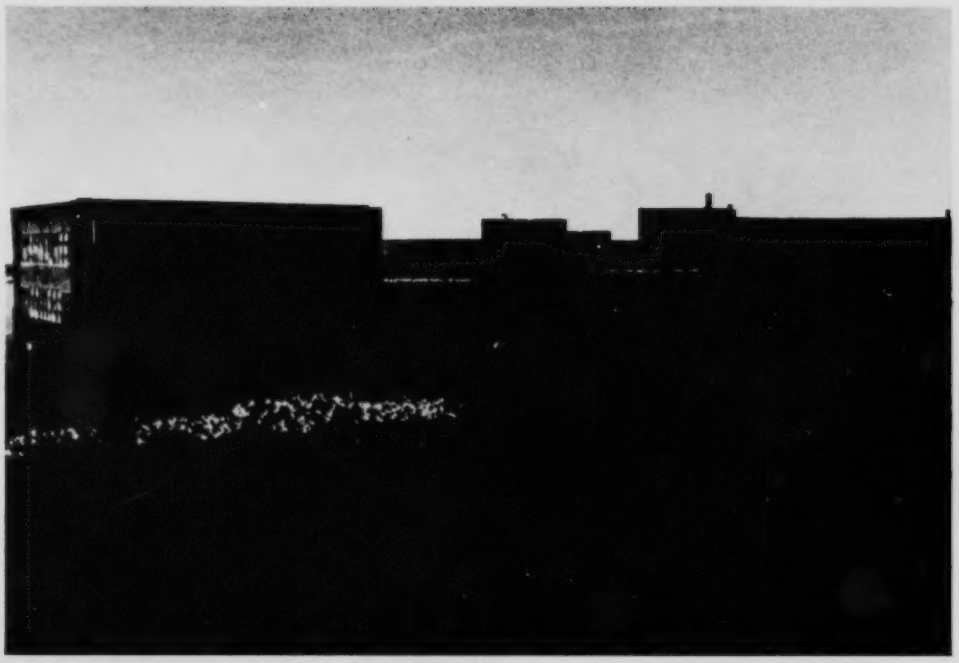
Locally, Dean of Administrative Services, D.K. Kessler said "During the last two fiscal years, Kaskaskia College has decreased its natural gas usage by 5 percent and its electrical energy consumption by 25 percent."

The 52 campuses throughout the state include approximately 15 million gross square feet of building space. Many of these buildings are comparatively new, although they were constructed before energy efficiency became a major consideration. However, several colleges still operate older buildings, and many are also operating part of their programs in temporary facilities such as at Kaskaskia College.

Due to program expansion and enrollment growth, President Paul Blowers says the college seeks to utilize the temporary buildings on campus which were constructed in 1966 and had an estimated life span of seven to ten years. Due to the age and type of construction of the temporary buildings a considerable amount of energy is used to maintain these buildings.

Because of the age of the buildings and the energy inefficiency, planning is now in progress to replace these buildings with energy efficient permanent buildings.

KISHWAUKEE COLLEGE



KISHWAUKEE COLLEGE. Malta, Illinois. Founded 1967. People served annually in credit courses: 7,194.

PRESIDENT: Norman Jenkins; BOARD CHAIRMAN: John Roberts; BOARD MEMBERS: Donald Bett, Charles Combs, Thomas Fenstermaker, Don Huftalin, James Landis, Lois Purdy and Mary Ann Mattis.

KISHWAUKEE COLLEGE IS MAJOR COMMUNITY ASSET

by Lloyd Pletsch, Daily Chronicle, January 3, 1982

Our nephew loves to play baseball. In fact he's pretty good at it. He pitched against Kishwaukee College in 1981 and won.

He also likes woodworking. He's learned a great deal about both while attending junior college in a neighboring community college. In fact he's learned a great deal of things he probaby never would have explored had he not decided to attend college after graduating from high school in 1980.

Why did he go to college? Well his plans weren't all that firm after graduation, few decent jobs were available, he liked sports and college seemed like a good option.

He's still there, he likes it, and he's expanded his horizons considerably.

Fortunately, the opportunity was there. The junior college system is well established in Illinois. When we started junior college in 1962, that wasn't necessarily the case, but a lot has happened since then, and to the benefit of all, still is.

For example, the year 1981 at Kishwaukee College was characterized by growth – in fact it rocketed by 22 percent full-time equivalent enrollment. What's ahead? It looks like more of the same.

And while it's true such growth may be attributed in part to a lagging economy, that doesn't mean it's not good. In fact it's quite encouraging. In today's fast-paced world, education is more important than ever. There's more to life than finding a good job after high school. In fact the chances improve greatly with an individual's educational background. No matter what direction a person intends to take in the future, it's going to be more complex than ever.

For most, junior colleges are close to home. And today they are able to offer more than ever. Kishwaukee may be located near Malta, but its arms extend far beyond to centers now operational in such places as DeKalb, Geona, Kirkland, Paw Paw, Rochelle, Sycamore, Shabbona and Waterman. It looks like the number of such off-campus courses will be increasing, according to college president Norm Jenkins.

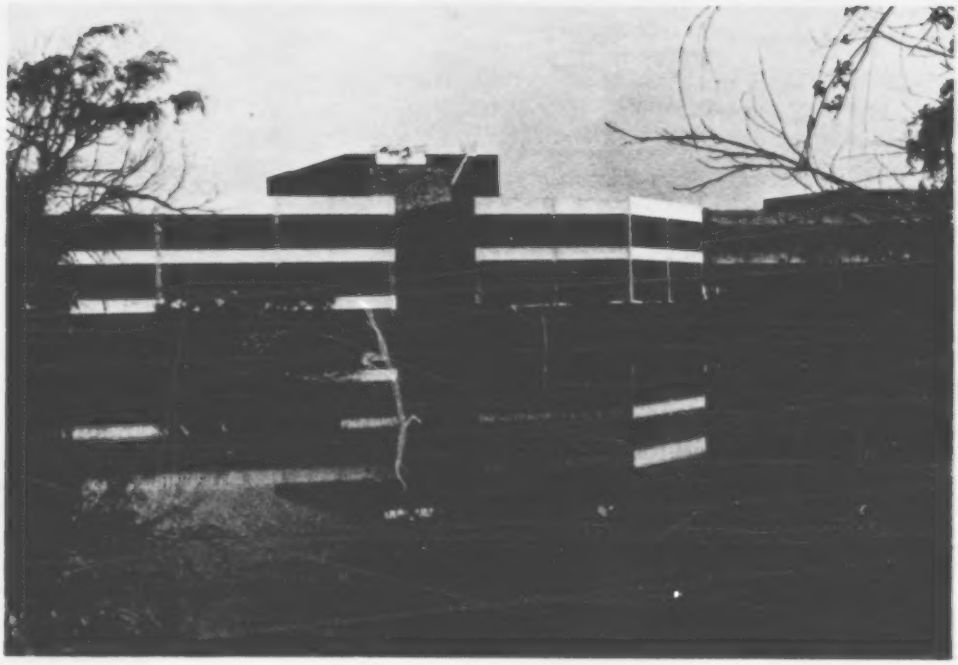
Kishwaukee, and other junior college's major increased effort during 1982 will be in economic development activities. "Our thrust will be to assist any group, business or industry, or agricultural organization with their economic development activities. I think that's one of the most important things we can be involved in."

He's pinpointed one of the most vital aspects of community needs that exists today. They've already helped a great many. More should be ready to get in on the action.

The achievements and gains already seen are too many to note here. The potential for the future is far greater. Contacting the college with your needs, wishes or proposals may open many opportunities. This goes for anyone in any phase of community life. It doesn't hurt to ask.

As Jenkins put it, "Kishwaukee is an asset to the community." A little closer look by anyone can show just how true that statement is.

COLLEGE OF LAKE COUNTY



COLLEGE OF LAKE COUNTY. Grayslake, Illinois. Founded 1967. People served annually in credit courses: 21,553.

PRESIDENT: John Hunter; BOARD CHAIRMAN: A. J. Katzenmaier; BOARD MEMBERS: Richard Anderson, Millicent Berliant, Nancy Block, James Lumber, Eleanor Rostron, Betty Jean Thompson and Michael Fischer.

LAKE COUNTY CAMPUS GETS "A +" FROM WAUKEGAN

by Bea McLean, News-Sun, September 1, 1981

The College of Lake County's new Lakeshore Education Center will be an A plus on the redevelopment of downtown Waukegan "report card," city officials say.

During its first week of classes more than 600 students mingled with workmen, who are putting the finishing touches to the renovated building at the corner of Genesee and Madison streets.

While painting and drilling continued, students last week filed in and out of first-floor classrooms for a wide range of courses. Classrooms on the upper level of the handsomely converted building, which cost more than $600,000, are not yet ready for use. Air-conditioning units won't be ready until mid-September.

Despite the imperfect start, there is enthusiasm about the college's presence.

"We're obviously pleased," Waukegan Mayor Bill Morris said. "It fits nicely into the overall plan to change downtown from a retail to a service center."

Morris said the city sees the center as a "mini-college" that offers not only remedial classes, but credit courses leading to degrees, which, the mayor feels, will draw students from other communities along the lake.

"It offers convenience to someone from Highland Park, for example," said Morris. "It's only a 2½ block walk from the train station."

Thomas Vick, the city's director of community development, said the center will generate activity in the downtown area, depressed since the closing of several retail stores.

"The center presents educational opportunities for people who live downtown," said Vick. It is hoped, he said that the college will stimulate commercial and service activity, but that will take time.

"It's gotta become a fact of life first," said Vick. "People aren't yet aware that the center will indeed draw the number of people it says it will draw. The proof will be in the pudding."

So far, 230 daytime and 418 evening students have enrolled in courses at the center. When completed, the building will have the capacity to handle 1,000 students a day.

Vick anticipates a shortage of downtown parking when the educational center operates at capacity, but that, he says, creates a "good" problem for the city.

"It'll be a problem of prosperity, the kind planners love to deal with," said Vick. "We haven't had 600 people (on Genesee Street) in years."

Vick said the expected parking shortage could be solved by the two downtown parking decks and a parking garage currently in planning stages with the city and the Regional Transportation Authority.

A plan to construct "outdoor classroom" seating on Madison Street south of the center is now "on hold," and could be altered, Vick said. The proposed $25,000 project to replace the children's play sculptures formerly on the square, was eliminated during budget hearings. The sculptures have been moved to the lakefront.

In the interim, Morris said corrugated concrete will be laid on the square, sometime in the next few months.

Eleanor Murkey, center director, said interest in the new facility has been great. "People from businesses downtown, lawyers, all kinds of people have dropped in to see what we've done to the building and find out what's going on," said Murkey. "The potential and expectations for the college and for the community are high."

Murkey said space in the building is available to community clubs and organizations for meetings and activities.

LAKE LAND COLLEGE

LAKE LAND COLLEGE. Mattoon, Illinois. Founded 1966. People served annually in credit courses: 6,628.

PRESIDENT: Robert Webb; BOARD CHAIRMAN: James Archer; BOARD MEMBERS: Mary Dobbs, Leland Glazebrook, Elmer Goetz, George Mitchell, James Shaffer, Robert Young and Todd Wise.

LAKE LAND GRADUATES "IN DEMAND"

by Craig Sanders, Journal Gazette, September 17, 1981

Why would three men from Johnstown, Pa., travel all the way to Lake Land College to attend school?

It's not that there aren't any colleges in Pennsylvania, but Lake Land has one of the few industrial equipment maintenance programs in the country.

Consequently, Lake Land industrial maintenance graduates are in demand all across the nation.

James Baker, chairman of the industrial technology division at Lake Land, offered an evaluation of the industrial equipment maintenance program during a meeting of the Lake Land board earlier this week.

Baker was one of five division chairmen who presented evaluations of selected programs to the board. The selected program evaluations are presented annually.

Lake Land has 30 industrial maintenance students this year, which Baker said was all the school could handle.

He noted enrollment in industrial maintenance has grown in the past two years. The program used to average 10 to 12 students per quarter.

The nine month certificate program has a graduation rate of two-thirds with about 25 percent of the students being sent to school by their employer.

Bakers said all students who graduated last year and sent out resumes received jobs. The job offers came from as far away as Los Angeles and New Jersey, he said.

However, it appears the opportunity for employment in the immediate area surrounding Lake Land is limited. Baker said one problem he's had is convincing students to relocate to where the jobs are.

One Chicago firm has contacted Lake Land for the past three years seeking graduates, but none have so far have been willing to move there. Baker said the firm would "take every student we have."

The three students from Johnstown, Baker explained, were sent to Lake Land by the company because it was the only program they could find in the U.S.

Baker said Lake Land could expand to a two-year degree program in industrial maintenance, but is not ready to do so yet.

The graduation rate in another program Baker oversees, automotive, is not quite as high. Only one-quarter to one-third of the automotive students graduate, Baker said.

Enrollment in automotive is also at capacity, Baker said.

Although many student drop out of the program, Baker said many of those dropping out find work in the automotive field. He explained most of those who drop out do so because of academic or other problems.

One program at Lake Land that appears to be declining is the nine-month dental assistant program.

William Ayers, chairman of the allied health division, said the number of applicants has been falling over the past three years. Furthermore, Ayers said the demand for dental assistants is decreasing.

Ironically, Ayers said the number of dentists in practice is expected to increase over the next 10 years. He said dental assistants will be asked to increase their productivity per patient.

Ayers recommended Lake Land put more emphasis on recruiting for the program particularly among women over age 20.

Though the number of applicants is declining, Ayers said the quality of applicants to Lake Land's dental assistant program is getting better.

Fully one-third of the students in Lake Land's law enforcement program are employed in the law enforcement field.

Bill Little, chairman of the social sciences devision, said when Lake Land began the program in 1970, just seven officers in the district had advanced training in law enforcement. Today, 56 officers have advanced training, 21 of whom received their training at Lake Land.

Little said the trend in law enforcement toward seeking advanced training is expected to continue. He noted the Bloomington Police Department requires all applicants to hold a two-year degree. In return, Bloomington pays a starting salary of $16,000 to its officers.

LEWIS & CLARK COMMUNITY COLLEGE

LEWIS & CLARK COMMUNITY COLLEGE. Godfrey, Illinois. Founded 1970. People served annually in credit courses: 9,706.

PRESIDENT: Wilbur Trimpe; **BOARD CHAIRMAN:** Barbara Heyen; **BOARD MEMBERS:** Merle Bertels, Randy Cook, Mary Kolkovich, Larry Plummer, Chris Ringhausen, Robert Watson and Keith Buzan.

PEER ADVOCATES PROGRAM RECOGNIZES STUDENTS CAN HELP

by Jana Sawyer Prewitt, Alton Telegraph, August 4, 1981

Peer advocates is the program and its motto is "students helping students."

It is a new student service at Lewis and Clark Community College.

The premises of the program are tried and true: Everyone has problems; Everyone needs a friend; Talking to someone your own age helps put problems into perspective.

Lewis and Clark students experiencing problems with parents, spouses, money, grades or any number of anxiety-provoking life situations can get relief from Peer Advocates, students like themselves who are employed to listen and to help.

Sponsored by Lewis and Clark's Special Services Department and a federal TRIO grant, and directed by counselor Jane Dabbs, Peer Advocates are assigned 10 - 15 students to meet with each week, mostly just to talk.

"The Advocates primary responsibility," says Dabbs, "is to listen. When a student has no one to talk to, frustration, anxiety and loneliness can become unbearable. Grades fall off and the student gives up and drops out."

So far, the program has employed seven advocates, chosen by the director for their sensitivity and sincere interest in people.

Advocates act as role models, Dabbs says, and must be dependable, goal-oriented people, worthy of the trust placed in them.

Everything discussed in talks between advocates and students is confidential.

Advocate training is reading, thinking and participating in exercises on how to be supportive, how to stimulate motivation, how to suggest alternatives and above all, how to listen without passing judgment.

Advocates are expected to be well-versed on Lewis and Clark Community College, how it operates and what resources are available to a student in trouble such as tutoring and counseling.

Employing "peers" as advocates means employing different kinds of people, because students at Lewis and Clark are of all ages and backgrounds.

Don Calihan, a 71-year-old retiree, became an advocate after attending the college for six years and getting two degrees, in addition to taking many courses that simply appealed to him.

"My peers," says Calihan, "have some universal problems and some problems peculiar to the age group. I wanted this job because I think more people my age would come to college if they knew they weren't going to feel isolated and out of place."

Twenty-year old Linda Milford knows she wants a career helping people and applied for an Advocacy job because she knew it would be "good experience."

Students who sign up for the program are asked to go to ball games and other social events so they can relax with the Advocates and get to know each other.

"Students are reluctant at first to open up to a stranger," says Linda, "even when they feel desperate and the stranger is friendly. But once we've been out socially and accept each other as friends, it's easier. Then, when they have a crisis or just a bad day and need someone to talk to they'll come to us."

LINCOLN LAND COMMUNITY COLLEGE

LINCOLN LAND COMMUNITY COLLEGE. Springfield, Illinois. Founded 1967. People served annually in credit courses: 11,599.

PRESIDENT: Robert L. Poorman; BOARD CHAIRMAN: John Lattimer; BOARD MEMBERS: Thomas Fuchs, Judith Madonia, Earl Pillsbury, Robert Stephens, Roger Sweet, Margaret Trumper and Michael Patterson.

LINCOLN LAND SURVEY: GRADS ARE WORKING, HAPPY

by Michael Murphy, The State Journal-Register, May 7, 1981

A typical Lincoln Land Community College graduate is 22 to 25 years old, works in the Springfield area and, for the most part, likes his job.

Such graduates remain in the field in which they graduated, feel secure in their jobs, earn close to $300 a week and probably have been promoted at least once.

Chances are slim that the grad needed much help in finding a job – even slimmer that he or she has ever been unemployed.

That profile emerges from a survey taken recently by the community college staff. Its purpose was to measure the success of occupational programs over the past 10 years.

The data was obtained from more than 1,200 graduates in fields ranging from nursing and child care to retailing and auto mechanics.

They returned a questionnaire that asked whether they are working and, if so, in what field. It asked how they looked for work, what they earn and whether they feel their jobs are "secure."

Specifically, the survey determined that:

More than eight of 10 occupational program graduates remain in the work force. Some returned to school; others left their jobs voluntarily for one reason or another.

About 87 percent of those still working remain in the fields in which they obtained associate degrees from Lincoln Land.

Less than 3 percent of the graduates are unemployed, compared to a statewide average of 10.8 percent in the same age group.

Among those not already working while at Lincoln Land, the majority found jobs within two weeks after they went looking. About 46 percent obtained work on their own; about 14 percent got some help from Lincoln Land staff; and 10 percent found jobs through various civil service programs.

Starting salaries for last year's graduates ranged from $7,200 to $17,000. Top pay was being drawn by those in law enforcement, nursing and supervisory management; relatively low pay was reported by dental assistants and graduates in retailing and clerical fields.

Most students in occupational programs come to Lincoln Land directly out of high school, according to the survey. However, some students were as old as 53 when they graduated.

Male grads in vocational-technical fields outnumbered females until about 1976. They began to draw even until 1978, and more women than men have received associate degrees each of the last two years, according to the survey.

In a separate report, the Lincoln Land staff tried to assess the on-the-job performance of last year's graduates by surveying their employers.

The college sent questionnaires to 84 employers. The 56 that replied included local banks, government agencies, Fiat-Allis and hospitals from across the nation.

They survey showed seven in 10 graduates remain with the firm that employed them prior to or immediately after graduation.

Within the year, about 15 percent had changed jobs; 4.4 percent lost their jobs; 3 percent got laid off for economic reasons; and 3 percent returned to school.

According the survey, more than 86 percent of the graduates have received some form of recognition on the job – promotions, merit raises or added responsibility.

About one in three workers was job-ready upon graduation, needing little, if any addition training or special supervision, according to the employers' responses.

"In light of the continuing tight economy and high unemployment rates, the employer response . . . was very encouraging," the report stated.

JOHN A. LOGAN COLLEGE

JOHN A. LOGAN COLLEGE. Carterville, Illinois. Founded 1967.
People served annually in credit courses: 8,052

PRESIDENT: Robert Tarvin; BOARD CHAIRMAN: Donald Brewer; BOARD MEMBERS: Clifford Batteau, W. Campbell Brown, June Kunkel, Jerry Lacey, Don Nolen, James Redden and Bill Salzman.

LOGAN BOND ISSUE BUILDS TO MEET NEED

Southern Illinoisan, October 26, 1981

By offering courses ranging from microcomputers to cosmetology to philosophy, John A. Logan College has become a major force in training and educating Southern Illinoisans.

But success has brought problems, most notably a lack of adequate space. For that reason the college is seeking approval Nov. 3 of a $6 million bond issue for new construction at the school's Carterville campus.

The proposal is justified.

Since opening its doors in the late 1960s, Logan has become an invaluable educational resource. The school has a diverse student body that includes grandfathers learning car maintenance and nurses being trained to deliver babies.

Since 1977, college enrollment has jumped 41 percent. There are now 2,400 daytime students and 2,800 people in adult education, which includes courses given in off-campus sites in various communities.

But the college is still stuck with its original wooden buildings, which were supposed to be torn down after a few years. The bond issue is to replace those decrepit structures with a new two-story building.

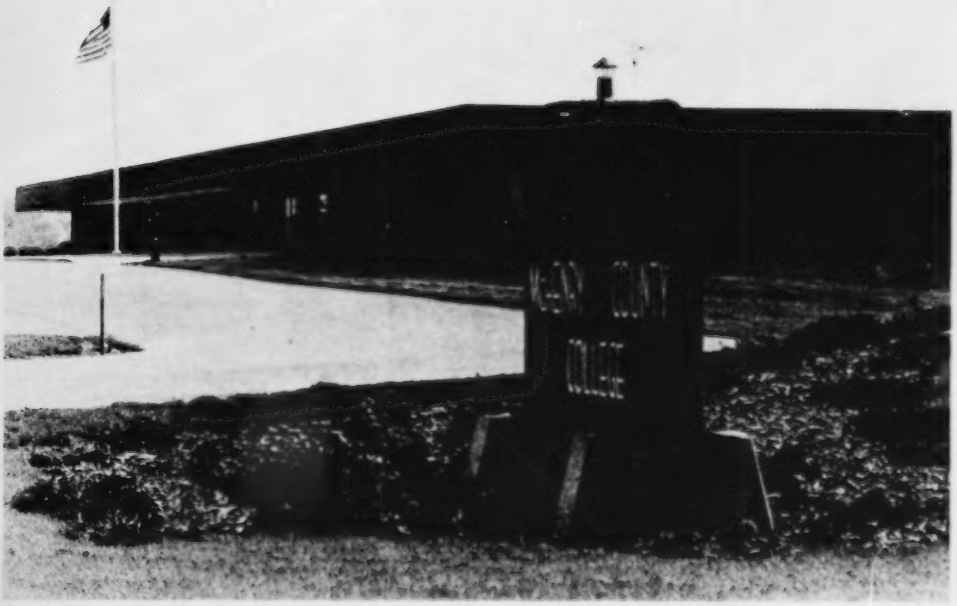
President Robert Tarvin says the college needs more space for programs in nursing, dental assistance and microcomputers. Plans also call for additional room for child care, music and art, as well as offices.

The bond issue is somewhat deceptive. It does not involve a tax increase, but continues Logan's current 9 cents per $100 valuation levy approved when the college began.

Ironically, Logan's success may hurt the referendum. Tarvin says he has found little opposition to the proposal. But he fears that many people take it for granted the measure will pass so they might not vote. In every election there are a certain number who vote "no" on anything dealing with taxes. They could defeat the Logan bond issue.

Southern Illinois desperately needs trained people if we are to prosper. Logan serves that function, but its mission will be hindered without adequate space. The college is not empire-building. It is trying to find resources to meet the need.

MCHENRY COUNTY COLLEGE



McHENRY COUNTY COLLEGE. Crystal Lake, Illinois. Founded 1967.
People served annually in credit courses: 7,575.

PRESIDENT: Robert Bartlett; BOARD CHAIRMAN: Barbara Kropp; BOARD MEMBERS: Herbert Lutter, Michael McNerney, Eugene Meyer, David Murphy, William Ryan, Anthony Wujcik and Holli Zasada.

MAKING THE JUMP FROM JAILS TO JOBS

by Angela Burden, The Woodstock Daily Sentinel, November 10, 1981

A non-traditional program of community service is being offered through McHenry County College to aid people returning home to the county after serving prison or jail sentences.

The program, arranged through the McHenry County College Community Services Division, also is supported through funding from the McHenry County Mental Health (708) Board, Comprehensive Employment Training Act, the McHenry County Probation Department and the Illinois Department of Corrections, in addition to other agencies, says Dr. Robert Meyer, coordinator of the McHenry County College Jail Rehabilitation Program.

The project also receives support from judges in McHenry County courts, the state's attorney and public defender, the sheriff and members of the county board.

Meyer said the program has been developed to rehabilitate the ex-convict through counseling, job placement and acceptance into the community.

The doctor said when initial contact is made with a former convicted person, on referral, he or she will be screened for education requirements, mental health, skills, problems and employment needs.

Counseling in any area will be available if required and ex-convicts found to be job-ready will be referred to Randy Marchese, the program's job developer.

Marchese, an ex-convict who has been out of prison for about 4½ years, is a former area resident and a graduate of McHenry High School.

"I'm very excited about the county's program. I wouldn't be here if I didn't visualize success," Marchese said.

When asked why he has taken on the position of job developer, Marchse says: "It's part of my debt to society. I owe some time because of the help I have personally received from others during my own rehabilitation."

He says he will strive to open the doors for the community to accept the people enrolled in the program and he also will be looking for job offers for the participants.

"We're not looking for any extra considerations. We do need help, but just because we're ex-prisoners we don't expect anything extra," Marchese said.

Meyer emphasized the program will be conducted on a "one-on-one" basis throughout. "We are hoping various community groups would commit themselves to one person in the rehabilitation program, not with money, but with personal commitments," he said.

The program coordinator said the people participating in the program will be helped through all phases of rehabilitation and will be given any needed counseling while in the program. "We'll stay with them until they are stabilized," Meyer said.

To introduce the community to some of the artistic talents of the incarcerated, the Jail Rehabilitation Program will present an art exhibition in the near future. "I've dealt with people behind prison walls and it's surprising how talented some of them are," Marchese said.

Jack Haffner, director of the county's CETA programs, said the rehabilitation program will "take a lot of hard work." He said he feels confident Meyer and Marchese will be successful in their efforts.

"This program is planned to help people get back into the community, to have jobs, pay taxes and be part of normal society . . . to become productive and happy people," Haffner said.

MORAINE VALLEY COMMUNITY COLLEGE

MORAINE VALLEY COMMUNITY COLLEGE. Palos Hills, Illinois. Founded 1967. People served annually in credit courses: 19,454.

PRESIDENT: Fred Gaskin; BOARD CHAIRMAN: Burton Odelson; BOARD MEMBERS: Patricia Fleming, Lee Allen Harris, Blas Olivares, Dianne Masters, Maureen Pecor, James Smith and Marybeth Michener.

AN UNSPOKEN LANGUAGE GETS THE MESSAGE ACROSS

by Dave Lenckus, Palos Regional, April 16, 1981

As she stood in front of a student, the instructor of the sign language class went through a series of hand, arm and body movements and facial expressions as she signed a sentence.

As the student studies the motions, she spoke in fragmented speech the sentence she thought was being communicated.

"I am - afraid - of - walking trees." The student, somewhat confused, giggled, and the rest of the class howled at the obvious misinterpretation.

The instructor actually had signed the sentence: "I am afraid to walk in the forest."

The humorous incident occurred during a drill portion of the class, which is part of a 12-week course on sign language at Moraine Valley College.

Nearly 20 students, none of whom is deaf, were in the class that night. All of them had enrolled in the course either because of their involvement with hearing impaired persons or simply because of their interest in the subject.

Conducting the course with an air of informality and friendliness is Maureen Dunn, an interpreter for the deaf and the mother of an 11-year-old deaf girl. Dunn works as an interpreter for a referral agency through the Chicago Hearing Society.

But underlying the class atmosphere of openness is a sense of frustration that Dunn and others involved with deaf feel. For a while Dunn and others like her concentrate most on teaching the sign language that most deaf adults use to communicate among themselves, the language is not highly regarded by educators and other facets of society that deal with the deaf.

The language is called American Sign Language (ASL). Usage of ASL is widespread among the adult sector of the approximately 2.5 million profoundly deaf in the United States, according to the Chicago Hearing Society.

Some 40,000 to 60,000 of those with severe hearing losses reside in the Chicagoland area, the society reports.

And there is a potential that ASL will be used by more deaf people in the future, considering that there are an additional 13 million Americans today with impaired hearing, according to the society. Some 100,000 of those reside in the Chicagoland area, the society says.

But despite the widespread use of ASL, the language is not taught in the Chicago school system. Norma Englund, the coordinator of the signed language program and an interpreter trainer with Chicago Hearing Society, says those who do not appreciate ASL have termed the language "Me Bad Enlgish."

At Moraine Valley College, Dunn explained that ASL is unlike other sign languages and lip reading because ASL is based largely on concepts, much like a game of charades.

In ASL, ideas are expressed through standardized body motions and facial expressions, which show inflection. Someone verbalizing a message that is given in ASL usually must wait until the person transmitting the message has completed a thought or a fragment of a sentence. That fragment then can be transliterated into spoken English.

ASL is easy for the deaf to understand, unlike Signed English (SE), also called Manual English, which is the required sign language in Chicago schools, Dunn said.

In SE, there are hand signs for every word, Dunn explained. Along with the hand signs, each word is mouthed, she said.

But the drawback is that a deaf person has to know English "very well" to communicate in SE, Dunn said. Also, lip reading is not an easy task for the deaf as most people may believe, she said.

Dunn believes that the schools' insistence to teach the deaf SE without exposing them in great lengths to ASL will result only in the deaf falling behind in their studies.

But, apparently the schools are not the only stumbling blocks for users of ASL, Dunn's class learned that night. Courts also pose problems, according to an ASL expert who teaches the language at California Southern University - Northridge. The class viewed a video tape of the expert, Louie Fant, speaking before a gathering about ASL while simultaneoulsy giving the speech in ASL.

Both of Fant's parents were deaf. Fant, who is not deaf, has been exposed to ASL all his life. The Chicago Hearing Society credits him for coining the term ASL to replace the term "Me Bad English."

Although Fant signed in ASL and spoke simultaneously for the benefit of his audience, he was critical of the courts that demand that interpreters for deaf speak while signing in ASL. He maintained that speaking is not a normal aspect of ASL, since facial expressions, including use of the mouth, are a part of ASL.

"You wouldn't ask someone to speak English and German at the same time," he said.

He also criticized courts for demanding simultaneous interpretations. Fant said that only United Nations interpreters give something close to simultaneous interpretations. But their work is so demanding that they work only 20 minutes at a time and then break for 20 minutes, he said.

The negative light in which ASL is viewed by many facets of society does not alter Fant's, Dunn's or others' appreciation of the language. They have used it with success in their lives, and they have no reservations about passing along the language to others who can benefit from it.

MORTON COLLEGE

MORTON COLLEGE. Cicero, Illinois. Founded 1924. People served annually in credit courses: 5,165.

PRESIDENT: Robert Moriarty; BOARD CHAIRMAN: Mary Karasek; BOARD MEMBERS: Samuel DeCaro, Gregory Krcmar, Judith Siska, Robert Soucek, Susan Svec, Edward Zetek and Marie Miller.

WOMEN EXPLORE RETURN TO SECRETARIAL CAREERS

by Eileen Pech, Cicero Life, April 8, 1981

There are plenty of jobs available for the older woman who wants to return to the labor forces, a panel of experts agreed last week in a seminar at Morton College. All a woman needs are marketable skills and the self-confidence to put them to use. The experts then suggest ways the 60 women attending the free "Homemaker to Secretary" seminar could prepare themselves for re-entering the job market.

"Employers are leaning in the direction of older women rather than kids," said Judy Martul, owner of Personnel Placement Consultants of Berwyn, and one of the featured speakers at this first seminar to be sponsored solely by Morton College. "Older workers are more stable and more flexible." "Today kids say, 'This is my job, and I am not going to do one other thing.' Older employees are more willing to pitch in and help. They are more 'company people.' "

But, Ms. Martul warned, "Employers are being a little more selective (in their hiring) because there are so many people out of work." She urged her listeners to brush up on their skills.

In other parts of the day's program, Morton staff members, Pat Valente and JoAnn Jacobson, described college programs designed to help women prepare to return to the work force.

"I have had more full-time, permanent jobs available this first quarter of 1981 than in the first quarter of 1980," Mrs. Martul reported. "This economy that is supposed to be down really isn't. I have a lot of jobs out there, but there are not a lot of temporary jobs on the market."

She helped her audience explore the advantages of temporary vs. full-time vs. permanent, part-time jobs.

"After (the returning women) gets clerical training, she may want to go the temporary route," Mrs. Martul said, "spending time at different types of companies. Not only would she get her feet wet, but she would find out what (kind of work) she was partial to.

"Sometimes the home situation will not allow a 7½- or eight-hour work day," Mrs. Martul conceded, "and then a woman must find a part-time job rather than not work at all."

Mrs. Martul reviewed the kinds of jobs available and the skills required.

"Many people think a reception job is no more than directing visitors," Mrs. Martul said, "but you are asked to type purchase orders, office memos and correspondence."

In addition to the usual clerk-typist and figure-clerk positions, she urged her audience to consider positions in the growing fields of data and word processing.

"The more skills you have, the easier it will be to find the job you are looking for," Mrs. Martul advised, "and once you are in a job you need to be open minded and willing to be taught and trained."

She suggested the women look into typing, shorthand and basic clerical courses, business English and coding for filing purposes.

Most of the courses suggested by Mrs. Martul are already offered at Morton College or soon will be, said Mrs. Jacobson, Morton business education instructor and seminar coordinator.

Morton presently offers a certificate program for one year' study in clerical and stenographic skills, Mrs. Jacobson said, plus a two-year associate in applied science degree covering general office, stengoraphic and legal, medical and technical secretarial skills.

In 1982 the college expects to introduce a new curriculum in word processing, she added.

"We have individualized instruction and open labs," Mrs. Jacobson emphasized. "This means a student can register any time, not necessarily at the beginning of a semester, and from that point on has 16 weeks to finish the course. Each student works at a self-paced rate, not in competition with other students."

The fear of competing, particularly with younger students, shouldn't prevent women from returning to school to get the skills they need in today's job market, said Ms. Valente, a Morton College counsellor. She posed two questions she said are most worrisome to returning women:

Won't I stand out like a sore thumb on the campus? – "No," says Ms. Valente, because "at our school there are more returning students than 18- and 19-year olds."

How can I compete with an 18-year-old? – "Older students are often more motivated than the kids," said Ms. Valente. When the campus' Women on the Way organization recently sought a deserving recipient for its scholarship, Ms. Valente said they found 143 women from the older-student population who met the requirement of having maintained a B grade average.

Ms. Valente described Morton's efforts to help women bridge the gap from homemaker to career maker.

"These services are available to anyone who lives in the Morton College District," she emphasized. "You don't even have to be enrolled in the college."

The services include: Career counseling. Interview training - including self-assessment tools and resume writing. Family counseling - covering the impact on the family when a mother returns to work. Single-parent counseling - designed to help women work through their feelings about separation and divorce. Assertiveness training - combatting feelings of having nothing to offer an employer or a fear of asking the boss for a raise. Personal growth workshops - helping women get in touch with their strengths and become less self-critical and more self-praising.

Assisting Ms. Valente in her presentation was Peggy Alford, a returning student, mother of five and president of Women on the Way. Mrs. Alford described note taking techniques and preparation for examination.

For those women who are now ready to re-enter the job market, Mrs. Jacobson offered tips on filling out application forms.

Many women have difficulty translating their home experiences into job experiences useful to an employer, Mrs. Jacobson said. She offered these examples:

"I taught children to swim and ice-skate" can be translated to "You can instruct others."

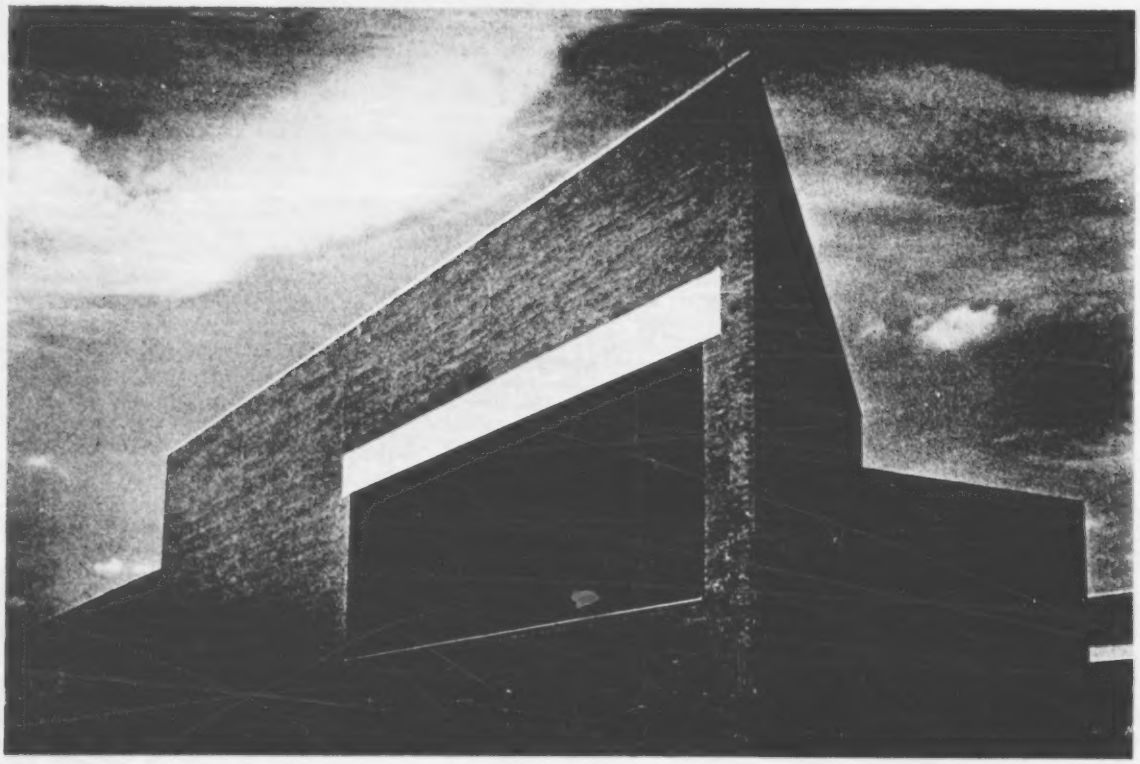
"Tantrums and emergencies don't unhinge me" means "You can work under pressure."

"I balance the family checkbook" translates to "You have the ability to work with figures."

Mrs. Jacobson also gave suggestions for fielding difficult questions. If asked, "Salary expected?" Mrs. Jacobson suggested to put down "Negotiable."

Sample employment application and test forms were given to participants to take home.

OAKTON COMMUNITY COLLEGE



OAKTON COMMUNITY COLLEGE. Des Plaines, Illinois. Founded 1969.
People served annually in credit courses: 18,088.

PRESIDENT: William Koehnline; BOARD CHAIRMAN: Raymond Hartstein; BOARD MEMBERS: Bruce Friedman, Ralph Goren, Janet Juckett, Kenneth Latos, William Spaulding, Cecile Vye and Andi Ciss.

ADULTS RETURN TO COLLEGE IN RECORD NUMBERS, LIST NEW SKILLS, "KEEPING UP" HIGH PRIORITIES

by Betty Nicolai, Park Ridge Herald and Des Plaines Suburban Times, September 10, 1981

It is not unusual to be going back to college for many students at this time of year. But for many of the 3,516 students over 25 on the Oakton College Community campuses in Des Plaines and Skokie, it marks a change in lifestyle.

Irene McColman of Des Plaines is one of the 6,000 member student body on the Des Plaines campus. She retired in 1976 from full time work in a supervisory post with the Social Security Administration. She took a job with the Des Plaines Public Library in 1977 and worked until February, 1978, when she decided she wanted to enjoy her retirement and devote time to her many interests.

Although retired, Irene didn't want to grow stale. In Spring of this year, she went back to school at Oakton. "It's invigorating getting out with other students. In a class, everyone is trying to learn. You get a different outlook on what's happening in the world – learning about computers, people interaction. If you don't return to school every 10 years, you fall behind. Things are changing so fast," she said.

One of the first places at the college that Irene found her way to, was the Office of Community Outreach.

This facility, which has a combined staff of nine (both campuses), is designed to acquaint returning adult students with the intricacies of getting registered, learning what resources are available to them at the college and providing a "place to plug into," said Merikay Bearwald, adult reentry assistant on the Des Plaines campus. Her counterpart at Skokie is Dolores Orlove. All the staff, under the direction of Pat Handzel, outreach director, started out as returning adult students themselves. They understand what it's like because "We've been there," said Bearwald.

They understand what it's like to be back to school after being out for many years, the fears and anxieties the adult student may feel.

Members of the Adult Reentry Program first greet students at an orientation meeting in which they help with course planning. Later, they follow up with academic advice. Under their auspices, students meet in groups of two or three to share what they have learned about course offerings, what teachers are sensitive to older students. "Putting student in touch with student," is one of the things the office does, said Bearwald. "It helps them connect."

One of these aids at the office is a directory of courses taken by adult students. If a returning student is interested in a particular course offering or wonders how he or she will relate to the instructor teaching it, the individual can call a student who has taken that course and see how it worked out for them.

Many of the adult returning students are back for what Merikay describes as situational reasons – divorce, widowhood, children grown up or economic reasons for wanting to get back into the job force. Coming back often triggers feelings of inadequacy, but these are usually made up quickly by motivation, according to Bearwald.

Most of the returning students are seeking degrees, though seniors who are retired or about to be retired, are primarily looking for enrichment and courses may also be taken as non-credit courses.

Although Irene does not plan to return to the work force, she is seeking a degree. Working for a goal provides motivation, she finds. "After retirement, a little regimentation is needed," she said.

Still a freshman with 31 credit hours, "just turning the corner," Irene is taking two courses this semester in accounting and data processing. These help her to manage her own budget, and understand finances better, she said.

A widow since 1974, Irene found not only educational enrichment but a community of interests by taking a summer humanities combined course in music and literature on a 21 day tour of Europe with an Oakton study group.

The age mix was from 20 to 65. People grouped according to interest, rather than according to age and there was always someone to go on extra events with. "It was like becoming a family," said Irene. "Age didn't seem to matter."

Most students seem to have a positive reaction to the mix of older and younger students in a classroom situation, said the advisor. She cites the experience of a woman who wanted to become a nurse and was taking a very difficult anatomy and physiology course. She told Bearwald that she wouldn't have made it without the younger students' help. They formed a study group with her and would work until 2 a.m. They earned rave notices from her, Merikay continued.

The students told her "We know you're scared. We'll get you through your courses." The woman hadn't been in school for 25 years. "They were so good to reach out to her," said Bearwald.

Irene concurred heartily about being in class with young students. None of the isolation she had feared took place. "They didn't say you sit over there,' she said Also, the older student tends to ask more questions which opens the door for the just-out-of-high school young man or woman, who may still be bucking the peer pressure of not admitting he or she doesn't know something.

"I love it," said Irene of the mix of students. "It is fulfilling. For most of the older students, the family is grown and gone. It's like being back with the kids."

There is also the very personal touch provided by the office of outreach. Incoming students must take a diagnostic test which is taken in two parts, one half before school and the other after they start. Students often find this confusing, thinking they were through with the testing. The part taken in school often "throws them," said Merikay, but the Outreach staff helps them understand what is going on.

"IF YOU DON'T RETURN TO SCHOOL EVERY TEN YEARS, YOU FALL BEHIND . . ."

OAKTON COMMUNITY COLLEGE

Although retired, Irene McCloman has returned to school at Oakton Community College and says, "I love it, it is fulfilling."

An example of the personal touch was taking place the day of our visit. Two students, one traditional college age and the other a young woman who was returning to school were in the office. They had attended two classes in which the instructor hadn't shown up. They were concerned about time lost and what to do. Merikay called the department's dean to find out what was going on. They were settled in a permanent class situation. More than just working out of that problem, the returning student, Mary Gilbert of Des Plaines, learned that someone was there to listen and care.

"In fact, said Mary, "If it wasn't for Merikay, I wouldn't be here at all. She helped me a lot, calmed me down."

Out of school for 10 years and with a six year old son, she wanted to go to college, but was afraid. Her husband Gene, knowing how much she wanted to go back, urged her on. But having a place to go for understanding help made her feel more comfortable and has started her on the way towards a degree in the field of psychology.

Not all women returning to school have their husband's encouragement as did Mrs. Gilbert. Some tell the reentry advisor that "My husband is so threatened by my going back to school." Merikay said that some men think that when the woman becomes more educated, she will leave them or go beyond them intellectually. A typical reaction is not to take the woman's educational efforts seriously or to put down or belittle her. The advisor may say "Do you ask for your husband's support and let them know it is very important to you?" This approach has surprised many of the women, who "were reacting, rather than acting," according to Director Handzel.

The Outreach office has sponsored a Family Night on both campuses to which all new students this Fall were invited to bring their family, not only parents of new students, but spouses of returning ones. At this event, a panel of students talked of their own experiences. "A lot of men are now sharing programs," said Berwald.

Most returning students attend school part time, because they have a family, are working, or have other interests. Although Irene has no time limit, she chooses to take one or two courses a semester. "This is the way we would advise them to do it," said Merikay Bearwald. 'It is important to get off to a good start and achieve some success rather than being overwhelmed," she said.

For those adult students who are in a hurry to catch up, however, there is CLEP (College-Level Examination Program). This program offers shortcuts by permitting a student to gain credit hours by testing out of course material he may already know, thus providing shortcuts. Up to 45 credit hours can be gained through CLEP, Merikay explained.

Another helpful group on campus is ARC or Adults Returning to College Organization. Supported by the student activity fee, ARC provides programs of interest. On the first Wednesday of each month at Des Plaines and the third Wednesday on the Skokie campus, ARC sponsors a meeting called Table Talk, in which students join other returning students to get acquainted and to hear faculty speakers talk about adjustment to school and explain new courses they may be teaching. Questions such as how to drop a class are discussed. Panels of teachers and students talk about how to relate, their expectations and frustrations. Participants bring a sack lunch and the school serves coffee. September discussion concerns scholarships grants, loans, and part-time jobs for Oakton students. In October, personal beauty techniques for the woman with an active lifestyle is planned and in November, an Oakton professor will discuss math operations that can be fun.

Also included in the services provided by the Outreach office is career counseling. Gail Grossman of Oakton's Career Resource Center, helps those who haven't worked for a number of years or are tired of their present job. The Strong-Campbell interest inventory may be taken there for a $5 fee. This counseling service is available to the community as well as Oakton students.

The Outreach office has pioneered the concept of women helping women, a program which the office hopes ultimately will become a separate, self-sufficient one. An all-day conference on September 12 on the Skokie campus will cover such topics as career, personal growth, fun and friendship, and transitions.

There is a need for men's programs too, said Bearwald, since more men are among the returning adults. This summer, the college enrollment included men in the 38-40 age group from blue collar professions, men who have done heavy maintenance work, truck drivers, looking for advancement.

The Outreach office also sponsors Acting Up, an improvisational 15 member drama troupe composed of people over age 60 whose skits counter myths of aging. The troupe is available for bookings by community groups.

Senior citizens have many incentives to pursue goals at Oakton, according to the reentry assistant. They may take a credit course at half the regular tuition with no admission or student activity fee if they live in the college district and are also entitled to reduced price parking.

A retired dentist said he had studied so intensely all his life for his profession, and is now studying for enjoyment. Well over 60, he chose anthropology and is having a great time.

For seniors who would like community involvement, there is an Outreach program called Grandparents Unlimited. Older people, retired or not, volunteer their time in day care or nursery centers.

One man wanted to take a course in contract law, something the College doesn't presently offer. He was asked how he would like to be a volunteer grandparent. He found it "just dynamite," and wouldn't trade the opportunity, he said. He has since talked about the program enthusiastically at the Table Talk series, seeking to recruit other volunteers.

The Office of Community Outreach is home base for senior students, as well as the other adults returning to college. The coffee pot is on and there is someone to chat with, students or staff. According to Director Pat Handzel, "The main function of the office is to let people know we are here to help them get back into school at whatever age or category." Merikay added "We go to bat for the students." Said Irene, "It is very comforting to know there is a place to come for answers."

The assistance provided by the interested members of the reentry staff at Oakton, as well as the many extra activities, weave the returning adult student into the fabric of college life at Oakton, providing a richer tapestry to the community college experience for all its students.

PARKLAND COLLEGE

PARKLAND COLLEGE. Champaign, Illinois. Founded 1966. People served annually in credit courses: 13,431.

PRESIDENT. William Staerkel; BOARD CHAIRMAN: Harold Miller; BOARD MEMBERS: John Albin, Robert Campbell, Donald Dodds, Jr., Ronald Hood, Richard O'Dell, James Stuckey and Brian Trail.

A GROWING ASSET

by David B. Kramer, Gibson City Courier, October 1, 1981

For the second year in a row enrollment at Parkland College has increased by more than a thousand students. This fall there were 9,321 students enrolled, which puts a severe crimp on existing facilities.

It means that Parkland leaders have to start planning to take care of even larger numbers. They'll do it right, judging from past experience.

One of the really intelligent things that this area has done over the years was to organize Parkland College.

One of the luckiest was to have a president and trustees who have maintained Parkland on the same road that the organizers had promised in the beginning.

The facilities are now crowded with citizens from every community in the district. Take a stroll some weekday through the hallways at Parkland and see the crowds, and look into the classrooms.

Or some evening spend just a little time there and see all the students, of all ages and walks of life, who are taking night courses.

It's a school for all people, seemingly custom designed for each.

There's a widely diversified vocational curriculum in which just about everyone can learn job skills ranging from watchmakers to medical technicians to diesel mechanics. It's an economic lifesaver for hundreds, perhaps thousands, of men and women who want to better themselves.

On the other hand it's a great stepping stone toward a college degree. Lots of students come out of high school with some ambition toward higher education, but hesitant to cut their eyeteeth on a major four-year campus. At Parkland they can learn if they have what it takes to carry a major academic load.

Parkland is also simply a place to improve one's knowledge, which we learned in taking such diversified subjects as speed reading, solar heat, basic electronics and architectural drawing. Others take everything from bike repair to upholstery, simply because they want to learn about such things.

Back in the beginning, at public meetings all over what was to become the district, the promoters promised that Parkland would always place strong emphasis on vocational education.

Happily, that has remained true. While providing a good two years of college education, the vocational side hasn't been slighted.

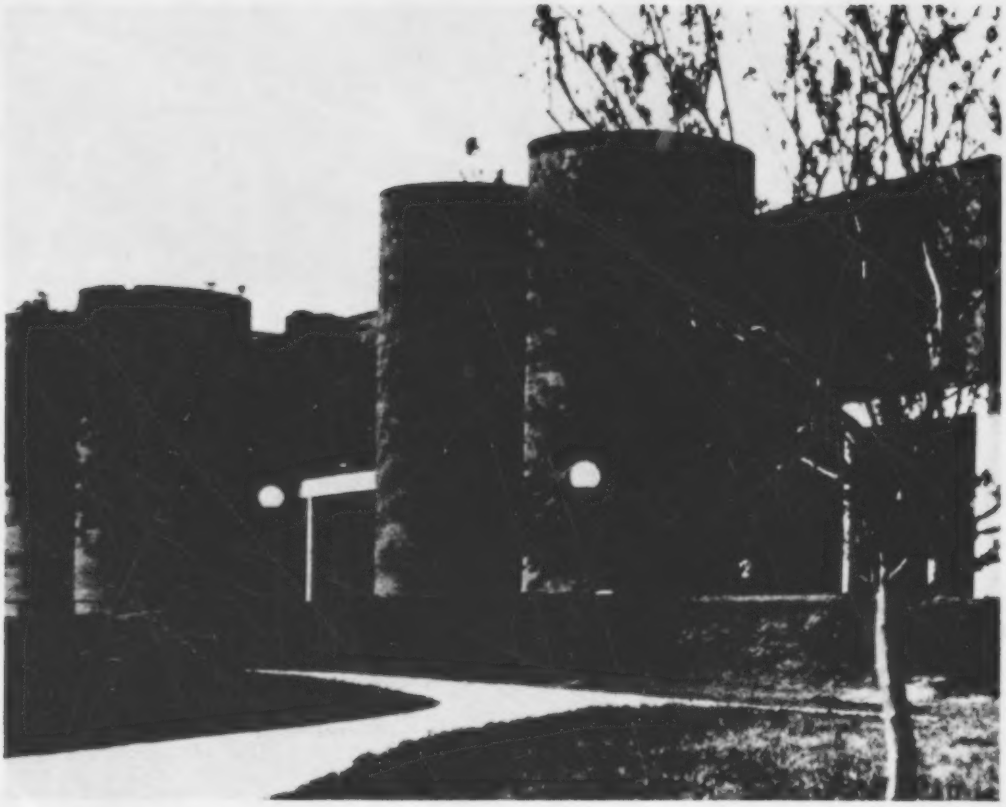
Some of those same promoters are still at Parkland. Others have left, but were replaced by others with the same convictions.

The result is a college for all kinds, serving thousands of central Illinoisans.

Now their space is being crowded in a way that most of us couldn't imagine. One Thursday we attended a meeting in the board room, a facility that is used for many purposes. On that particular day it was the only room available, and it was open only that one day in the week.

There's no question that Parkland will continue to attract more students, young and old, and that further expansion is necessary. It's too important to put off for long, and again we look to President Bill Staerkel and the trustees for guidance.

PRAIRIE STATE COLLEGE



PRAIRIE STATE COLLEGE. Chicago Heights, Illinois. Founded 1957. People served annually in credit courses: 10,638.

PRESIDENT: Richard Creal; BOARD CHAIRMAN: Joseph Hawkins; BOARD MEMBERS: David Amadio, Thomas Gardiner, James Griffith, Alma Martin, Charles Mason, Michael Monteleone and Larry Lulay.

NURSES BEGIN PROFESSIONAL LIFE

by Carole Mohr, Star Publications, May 24, 1981

Children often follow in their parents' footsteps. But for Lynn Thorn and her daughter, Terri, the footsteps run side by side.

Each Thorn received an associate's degree in nursing and a graduation pin at Prairie State College last Sunday. For two years they had driven to school, attended classes and studied together.

"We asked to get our pins together at graduation," said Lynn. "We figured we've done everything else together, we might as well finish that way."

Although they've enjoyed their two-year experience, "it was more of a coincidence than anything," explained Lynn, that they ended up in the same nursing program at the same time. "I've had this at the back of my mind since high school," she said. "Instead of going to school, I got married and raised a family."

She felt her five children had reached a point where she could go back to school without worrying about them. "My oldest, Terri was about to start college and my youngest was 12, so it was a perfect time."

Terri knew in high school that she wanted to attend a nursing school. She was considering two schools and decided that Prairie State was the better one.

Both Lynn and Terri have had some hospital work experience that reinforced their career goals. "For four years, up until shortly before graduation, I worked at St. James hospital," said Lynn. "I was a nurse's aide and did just about everything except give medicine. The experience was overwhelming."

When she began working there, she had a rotating position. "I was floated down to the emergency room. It was very fast-paced and stressful – and I loved it. So I got a permanent position down there," she added.

Throughout college, Terri worked two days a week as an aide at Our Lady of Mercy hospital in Dyer, Ind. She, too, has experienced life-and-death situations, including once when she was single-handedly responsible for a woman beginning to breathe again because no other medical personnel were around.

The Prairie State nursing program also gave the pair a great deal of hospital experience, which they did together. "We were even partners with the same patient," said Lynn. "Terri would say to me, 'Mom, I'm going out to lunch – you watch the patient.' "

Although some of Terri's friends felt there was "no way they could go to school with their mothers," said Terri, she loved it. "My mom and I never really had a very strong mother-daughter relationship. We were more like friends. She was young when I was young and that made us closer," she added.

"We couldn't understand when people would say to us, 'Oh, how can you go to school with your daughter?' or 'How can you go to school with your mother?' " said Lynn. "We'd answer, 'Why not?' "

The Thorns avoided any strong feelings of competition at school. They tried to remain "completely individual," said Lynn. As far as grades were concerned, she said, "Terri was always just slightly ahead, which I just love. We'd feel very bad if either one of us wouldn't do fairly well. We just wanted to make it."

"She's the only person at school I could borrow money from that I didn't have to pay back," said Terri with a laugh. "And I always knew I'd get a ride home from school."

Lynn's confidence got a boost from Terri's presence at school. "For me, at my age and going back to school, having Terri around felt very secure. I was a little anxious and I'd look across and see Terri and feel that I was okay."

When she first came to Prairie State, Lynn was pleased to find she wasn't the only student there over 30. "I thought I'd be the oldest one in the whole bunch. I wasn't. There are a lot of women that have raised their children and are going back for all kinds of degrees."

Despite all varied ages, the Thorns found that students in the nursing program were compatible with each other. "The goals are the same," said Lynn. "You just forget about the ages. "We've studied in our living room every Sunday, about six of us. Some are younger and one is older than I am. We usually went at it from about four in the afternoon till about eight, with lots of coffee, lots of pop," she said.

Both Lynn and Terri look forward to working closely with patients and getting to know and help them. But their long-range roals are where they part company. "I don't always want to be a hospital nurse," said Terri, who looks forward to going back to school for her bachelor's degree and eventually going into hospital administration or working as a midwife in an obstetrician's office.

Lynn doesn't intend to go back to school. "I'm tired. I'm through," she said with a mock groan. Maybe I say that now, though, because it's right after finals." Even if she changes her mind, Lynn will probably remain a hospital nurse. "I'll still always be in there taking care of people."

Lynn and Terri's family are pleased with their accomplishments. The other Thorn children enjoyed the many study sessions. "They feel like they have done all this, too," said Lynn. "A lot of times we'd come home and everything was clean and something was started for dinner."

Terri's dad and Lynn are divorced, but said Lynn, "He's proud of both of us. He's all for college because he graduated himself."

Lynn's mother is another proud family member. "She's throwing a great big party for Terri and me with all the family at the Royal Palace restaurant. She's just delighted with the two of us." Lynn considers her mother to be her "biggest inspiration, a dearly loved matriarch – 77 and still working."

Lynn and Terri's long range plans may differ but their plans for the immediate future will keep them together for a while yet. Both have been hired as full-time nurses at Our Lady of Mercy hospital. "Terri told me, 'you have to work at Lady of Mercy because you're not ready to go on your own now," Lynn said with a proud smile. Terri will work in surgery and Lynn in the cardiac unit.

Although Terri eventually wants to move to her own place, she's "taking good advantage of living at home to save up first and get a car," said Lynn.

So their days of leaving together in the morning and coming home together in the evening aren't over yet.

REND LAKE COLLEGE

REND LAKE COLLEGE. Ina, Illinois. Founded 1955. People served annually in credit courses: 5,820.

PRESIDENT: Harry Braun; BOARD CHAIRMAN: Joseph McClure, Jr.; BOARD MEMBERS: Richard Herrin, Allan Patton, Marvin Scott, Joe Scrivner, W. Richard Simpson, Everett Thompson and Randy Herrin.

REND LAKE COLLEGE USES TV TAPE TO TEACH COURSE IN GOVERNMENT

by Bryan Hawickhorst, Southern Illinoian, September 13, 1981

Textbooks and authors – move over!

A course in American government at Rend Lake College this fall is getting some of its lesson material straight from the source.

The course will use 30 half-hour videotapes, featuring material from interviews with more than 200 prominent state and national politicians – former President Jimmy Carter, Gov. James Thompson and Sen. Charles Percy among them.

The videotapes, though, won't eliminate the written word entirely – a textbook and study guide will supplement the tapes.

The use of the videotapes is more than an effort to get first-hand information. It's aimed primarily at cutting the cost of taking a college course by reducing the number of trips to Rend Lake's Ina campus.

To do that, copies of the videotapes are available at public libraries in Benton and Mount Vernon.

The course, taught by Vincent Cain, will parallel one being offered on campus and using more traditional methods.

Cain expresses no preference for one or the other method, saying both should be available to the student.

Dave Patton, director of the Rend Lake College Learning Resources Center, says similar course offerings have proven themselves in urban areas already. Because of the time and money savings, Rend Lake officials hope, the school should attract some non-traditional students to the course, according to Patton.

Cain, who describes the tapes as having a "60 Minutes" format, said the students use the materials at their own discretion.

Students will be required to come to campus seven times during the semester – for the orientation session, once before each exam to bring everyone up to date and again for each of the three exams.

The tapes were produced by four community colleges: Coast Community College in California, University of Mid-America in Lincoln, Neb., Miami Dade Community College in Miami, Fla., and Dallas Community College in Dallas, Texas.

Each college put together its own tapes and leases them out. The American government course was leased from Dallas Community College.

This course and others will also be broadcast over the PBS network, Patton said, but because of the late decision to add the American government course to the fall curriculum, WSIU-TV will not be able to carry it.

However, a course in Japanese history, being offered in the same manner as the American government course, will be carried by WSIU this fall.

Rend Lake College is already committed to the program for the spring semester and will be expanding the number and type of courses to be offered, Patton said.

RICHLAND COMMUNITY COLLEGE

RICHLAND COMMUNITY COLLEGE. Decatur, Illinois. Founded 1971. People served annually in credit courses: 5,688.

PRESIDENT: John Kirk; BOARD CHAIRMAN: Hal Gronlund; BOARD MEMBERS: William Chapman, Larry Hinton, Ralph Johnson, Thomas McNamara, Neil Pistorius, Joan Wolf and Bobbie Brashear.

RICHLAND STUDENTS FARM IN NEW WAYS

by Alden Solovy, Decatur Herald & Review, July 9, 1981

Double-cropping and no-till are techniques being tested on agriculture demonstration plots used by students at Richland Community College.

Students planted winter wheat on the six-acre plot last fall. The wheat was harvested Wednesday and will be replanted with soybeans and sunflowers by Saturday.

Dudley Balzer, agriculture instructor, said the plots are being used to evaluate the profitability of double-cropping – planting and harvesting crops twice in a growing season – and the effects of no-till planting techniques.

"If we can do it practically and expect a profit from it, it may be another way of using a scarce resource – land," Balzer siad.

He said students in an agricultural management class and in economics classes will use data from the sale of the wheat and the sale of the second crop to analyze profitability.

Balzer said the second planting, which includes sunflowers, is an experiment in the profitability of a commercial crop rare to Illinois.

He said students in soils classes already have studied soil from the plots and students in the crops classes have used crops on the plots to study crop development.

Students in soils classes next year will study the effect of no-till on soil erosion.

No-till is a technique in which crops are planted without prior tilling of the land.

"All you do is plant," Balzer said.

Balzer said the use of demonstration plots provides a practical approach to teaching agriculture.

"These are things they have to learn. This way things are not so abstract," he said.

He said most agriculture classes use the plots for some aspect of the course.

"It's almost a year-round thing. You use them constantly," Balzer said.

The plots were planted with six varieties of wheat, and Balzer estimates about a 50-bushel average yield per acre.

Money from the sale of the grain will help fund the continued use of demonstration plots.

The plots are adjacent to Richland's Park campus. However, next year the college will have as many as 66 acres of land owned by the Macon County Conservation District to use as demonstration plots.

An agreement between the college and the Conservation District to allow Richland's use of the land is being negotiated.

ROCK VALLEY COLLEGE

ROCK VALLEY COLLEGE. Rockford, Illinois. Founded 1964. People served annually in credit courses: 17,263.

PRESIDENT: Karl Jacobs; BOARD CHAIRMAN: William Lindvall; BOARD MEMBERS: Blaine Auker, Liz Dickinson, Doris Mosser, Raymond Paul, Craig Ramon, and Greg Johnson.

AMATEUR MECHANIC SAVES HIMSELF CASH

by Mike Mooney, Rockford Register Star, January 31, 1981

When it comes to things mechanical, I have a very mechanical mind with a few screws loose.

My fingers are too fat, my arms too short and my frame too bulky for twisting and turning in the cramped spaces automakers provide for repairmen to work in.

And then there's that spare tire I carry around my waist, making it almost impossible to scoot under a car.

But, like everyone else, I know money is tight. And with six mouths to feed something has to be done to cut costs.

Not being a mechanical person (although one test I took while in the Army suggested a mechanical neargenius and no ability whatsoever when it came to literary things like writing), fixing my own car was not one of the first things I considered learning--until I got an out-of-sight bill from some rather simple work.

Looking at my empty wallet and a car that still didn't run right, I knew something had to be done.

I considered all the possibilities:

Teaching my wife how to fix the car an obvious case of the blind leading the blind.

Teaching my 12-year-old son or 15-year-old daughter to fix the car. (But Wendy doesn't like to get her hands dirty and Gary is better than Houdini at disappearing when the possibility of physical labor is mentioned.)

Riding a bicycle to work. (But I was working in Rochelle at the time and it's a long, cold road from New Milford to the Hub City. Besides, riding a bike that far sounds like real work.) For the same reasons, I eliminated skate boards, roller skates (ice skates in the winter) or just plain walking.

Purchasing a helicopter. (The empty wallet took care of that.)

Hooking my dog and cat onto the front of a sled. (But the dog is 11 and the cat 13 – not the best animal age for physical labor.)

Moving to a lonely mountain and becoming a hermit.

I toyed with the latter idea for a long time before deciding I couldn't get along without the necessities of life – including an automobile.

And then the answer arrived in the mail – a night course through Rock Valley College.

I wasn't especially excited about the idea, I must admit. Me in a mechanical course? That would be like asking Mean Joe Green to dance the ballet or Dave Kingman to play every day. Impossible!!

And becoming a student again? You've got to be kidding. The last time I was in school, students respected their teachers, were expected to attend all their classes and being a jock was considered something special.

How was I going to mix in with the Now Crowd?

I approached my first night in class with trepidation. "What am I doing here?" I kept asking myself.

Then I started noticing my classmates. Some were even longer in the tooth than I am. And, surprise, surprise, there were even a couple of girls in the classroom. Maybe this was going to be easier than I thought. I mean, heck, there was no way a girl was going to do better than me in a macho, man's course like auto mechanics.

Being from California, I was familiar with the junior college concept. The Golden State has had junior colleges forever. Kids who hadn't developed their full potential either academically or, in the case of athletes, physically, attended junior college for two years before moving on to a four-year school and the remainder of their education.

But I could see right away that the community college was something different. How different is something I didn't realize until taking my "shade tree mechanic's" course.

I discovered that most of my classmates were people like myself – out of school and looking for ways to cut down the cost of living.

I also discovered that community colleges in the area offer a variety of courses designed to provide entertainment, relaxation, basic knowledge and other things that didn't really fit into the expected academic life.

Our course wasn't designed to turn us into mechanics who could go out and get a job in a garage. It was designed to teach us the basic things – like changing our own oil and filters and handling our own tire rotation.

We learned about tuneups and flushing radiators, about basic tools we needed to perform the basic car maintenance needs.

We also learned how to examine a used car before purchase – about simple tests we could do to check out a car and keep from getting burned too badly.

We also learned questions we could ask that would make a car salesman wonder just how much we knew and didn't know. In short, we learned enough to survive in the world of autos.

I also discovered that other community colleges were doing the same thing for people.

Most of the courses are inexpensive, and several of the community colleges have made arrangements for taking care of small children – opening the educational doors to mothers with young ones to worry about.

My shade tree mechanics course ran $25 – a fee I have more than earned back by changing my own oil and filters and, most recently replacing a radiator.

CARL SANDBURG COLLEGE

CARL SANDBURG COLLEGE. Galesburg, Illinois. Founded 1966. People served annually in credit courses: 7,056.

PRESIDENT: William Anderson; BOARD CHAIRMAN: R. William Killey; BOARD MEMBERS: William Brattain, John Huston, Beverly Johnson, Marjorie Long, Letitia Schactner, Tom Wilson and Ricardo Sandoval.

YES, THEY DO TEACH HOW TO LAY TRACK

by Paul Gordon, The Register Mail, April 2, 1981

"I've been working on the railroad. . . "

The lyrics to that song are replaced by the grunts and strains of persons learning how to lay track at Carl Sandburg College.

Twenty-four students participated in the college's first "Maintenance of Way" class, a 16-hour course designed to teach prospective railroad employees the proper, and safest way to lay track.

The course, the first of its kind in Illinois and in the Chicago region for Burlington Northern railroad, began with a two-day session last week with other classes scheduled.

The course is being offered in cooperation with Burlington Northern Railroad, said Art Williamson, assistant dean for vocational-technical education at Sandburg. The idea for the program came after BN officials studied their lost-time accident rates and were not satisfied, he said.

In 1977, Williamson said, the railroad had 530 lost-time accidents and 306 of them were from maintenance of way workers. "These people did not have enough safety training," he said.

Therefore, the emphasis of the course is on safety. The pilot program in 1978, was at Southeastern Community College in Lincoln, Neb. Its success prompted BN to help establish the same program at Sandburg and seven other colleges throughout the nation.

Besides reduced accident rates, Williamson said, the course is to the railroad's advantage in that it produces a lower turnover rate because the students learn while taking the class whether or not they want to pursue it as a job. Also, he said, the students may be more motivated because they are better instructed and they have an investment by taking the class.

The advantage to the college, he said, "is that it is fulfilling its function, meeting the needs of the community."

The course is taught locally by Walt Iverson, a retired BN roadmaster hired by Sandburg as a part-time instructor. It takes two days to complete the course, including 10 hours of laying track in a field across the road from the class buildings on campus.

The first five hours are spent in the classroom where students view films and slides on the proper way to use the tools needed to lay track and reviewing safety regulations. The students then go to the nearby field where all supplies, donated by BN, are stacked.

First, the students place the ties approximately 18 inches apart and in a straight line. The ties are carried by four persons, two on each end, using tongs. An alternate method is with one person on one end and two at the other, carrying the tie with a sledge hammer handle cradling the tie.

After the ties are placed and rail plates positioned, six students using rail tongs carry the rails and place them on top of the ties. The rails are heavy and even with six persons, not easy to carry.

The students then spike the rails, anchor and gauge them, and spread ballast around the ties. Before the class is over, the students must tear out the rails for the next class.

Throughout the exercise, Iverson reminds students to "bend your knees. Pick it up with your legs and not your back." That, he told them, reduces injuries.

Joe Swain, BN personnel manager, said the course is not designed to teach speed in the track laying process. "We don't worry about speed now. We go for safety and accuracy first. We'll take speed when they become efficient," Swain said.

Swain said the program has been successful. "It has accomplished what we wanted. The accident rate has been greatly reduced. Safety has gone up to as much as 98 percent in some places and that is what we were looking for," he said.

Some of the equipment needed to lay track includes spike mauls, pry bars, sledge hammers, spike pullers and an adz, used for edging the ends of the crossing planks. Swain said, "When your foreman yells for you to 'get your adz over here,' you can take that one or two ways."

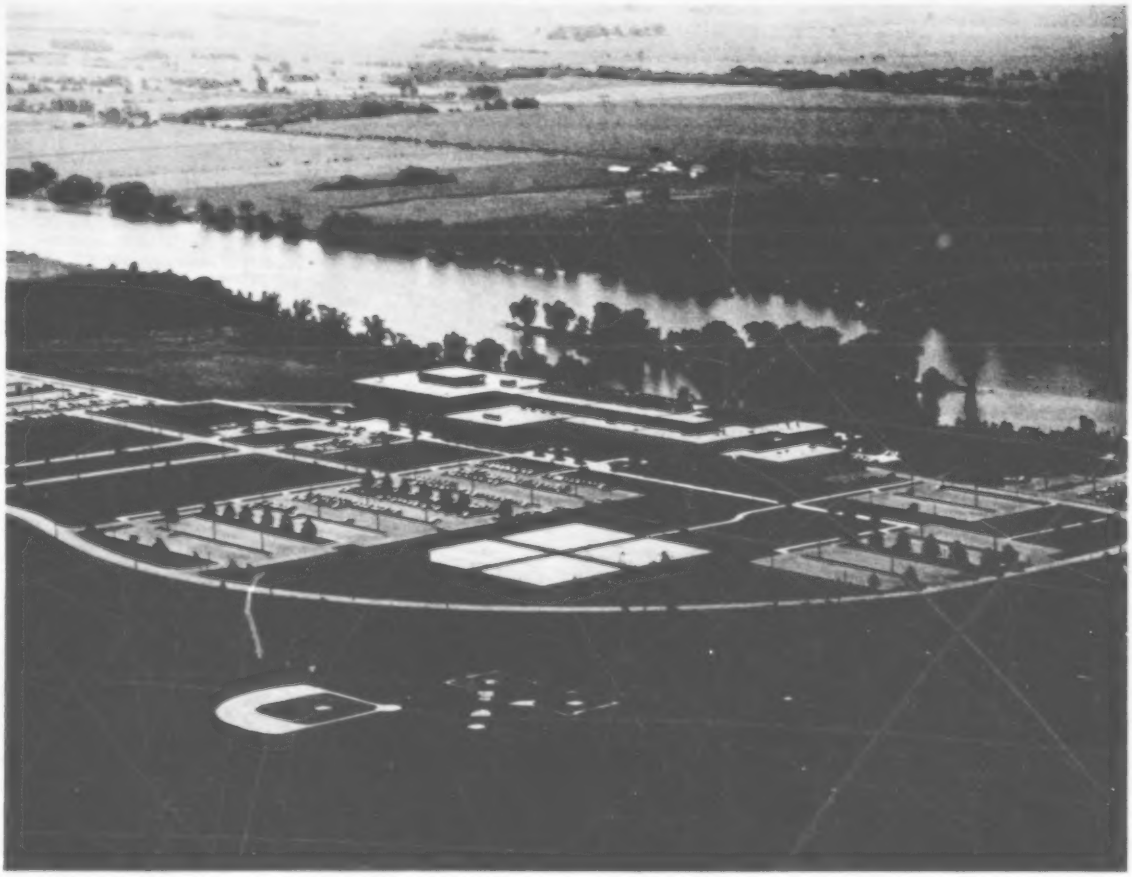
Swain said there will be a need for maintenance of way workers in all areas of the country, mostly for replacing or repairing track or for moving rails from one location to another. Also, he added, there will be new, or virgin, track laid in some places.

Williamson said the course is the "pre-employment type." He said the railroad will be looking for new people and at the top of the employment list will be to those who have successfully completed the course. To apply for the course, which costs $25, persons must go through Job Service, BN's official hiring authority.

Still, Williamson said, there is no guarantee that a person who has completed the course will be hire.

Williamson said future courses will be offered to suit the needs of the railroad. "We don't want to train too many more persons than they need," he said. Williamson said the railroad plans to hire about 200 persons next month, about 40 or 50 of those new persons. The others he said, will be returnees who have already worked for the railroad.

SAUK VALLEY COLLEGE



SAUK VALLEY COLLEGE. Dixon, Illinois. Founded 1965. People served annually in credit courses: 6,384.

PRESIDENT: Harold Garner; BOARD CHAIRMAN: Juanita Prescott; BOARD MEMBERS: John Fassler, Kay Fisher, Richard Groharing, Oscar Koenig, David Mandrgoc, Ann Powers and Steve Falzone.

TRANSFORMATION TO AMERICAN WAY OF LIFE OFFERS CHALLENGE, FEARS FOR REFUGEES

by Al Miller, Dixon Evening Telegraph, November 27, 1981

Students in Judy Veramendi's English class are hard at work, studiously leaning over notebooks to put the finishing touches on essays written in a language they are struggling to learn.

The mood in the classroom is serious because the stakes are high. If the students learn to speak English, they might be able to obtain what they want most – a job and a normal life. If they fail, they will remain strangers in a land vastly different from the countries they left years earlier.

The students are adult Indochinese refugees, who fled Laos and Vietnam several years ago after their southeast Asian countries, along with Cambodia, came under communist control. Odysseys ranging in length from two to five years led the refugees to the U.S., where about 420 have chosen the Dixon area as their new home.

Although most of the refugees have lived in the U.S. for several years, they remain locked in a struggle to adapt to a country where everything – climate, culture, language, jobs and religion – is new and different.

"Reaction to coming to a new country differs among individuals," said Wath Symoun, director of the Sauk Valley College Indochinese Refugee Project. The program, which includes language classes conducted by teachers like Veramendi, is aimed at aiding the refugees' adaptation to their new home.

"In the first groups of refugees, many were depressed and lonely because they were unable to communicate," he said. "Now, new arrivals can cope better. Refugees who have been here for two or three years can go see them and make them feel better."

Indochinese refugees began arriving in Dixon in 1976, although most of them moved to the city three years later from other towns where they lived after first coming to the U.S. The most recent arrivals have lived in the city only one year.

Figures compiled by Sauk Valley College show about 300 Laotians live in Dixon with an additional 40 scattered in Ashton, Mt. Morris and other towns around the area. About 80 Vietnamese also have settled in the area.

The refugees living in Dixon, along with thousands of other Indochinese immigrants in Chicago, Elgin, Rockford and the Quad Cities, face a wide range of barriers in their efforts to adopt to everyday American life.

Symoun, a Laotian, and other local refugees emphatically agree learning English and finding jobs are the biggest problems facing the immigrants.

Both obstacles are related because an inadequate ability to speak or understand English often prevents the immigrants from obtaining jobs. The language barrier has kept well-educated refugees, including a physician and a lawyer, from practicing in the U.S. because they cannot understand English well enough to pass licensing examinations, Symoun said.

"Finding a job is hard for the refugees, but also for Americans, too," he said. "If Americans have a hard time finding a job with native language skills, imagine how hard it is to find a job if you have not spoken English very long."

Bounlune Luangnikone, a 39-year-old Laotian woman, agrees with Symoun, adding that difficulty in speaking English also leads to difficulty in shopping and other everyday tasks that involve contact with Americans.

Another stumbling block in the refugees' search for employment is a lack of job skills, Symoun said.

In their native countries, many of the refugees were farmers or soldiers and never learned the skills used by industries in more technologically advanced countries.

Refugees who were farmers in their homeland find they cannot use their agricultural skills in the U.S. because of the differences in farming between western, temperate countries and Indochina.

For example, the lowland Laotians practice paddy farming while the Hmong, who live in Laos' northern mountains, practice "slash and burn" agriculture in the forests and terrace farming on the mountainsides. None of these techniques can be used on the flat Illinois farms where farmers use modern equipment and chemicals.

"WE HELP THEM BECOME SELF-SUFFICIENT . . ."

SAUK VALLEY COLLEGE

An Van Hoang, a Vietnamese refugee, practices welding at a vocational class conducted by Sauk Valley College.

Along with problems in learning a new language and finding a job, the refugees also must face the choice that has confronted every immigrant group arriving in the U.S. – whether to "Americanize" themselves or retain their native culture.

Most of the refugees are attempting to keep their southeast Asian culture and live among themselves, just as earlier immigrant groups have done. But the need to move into American life and deal with a western culture has strained some refugee families, Symoun said.

"The older refugees want to see their offspring be who they are, to keep their culture. But the younger refugees have a tendency sometimes to go too fast into the new culture and sometimes get into trouble," he added.

"We want to keep our custom," Luangnikone said, her voice trailing off with uncertainty as she explains a visitor's questions about culture to friends in her English class. Then she smiled and said, "Now we use customs from both countries."

A classmate added, "We want to keep our customs. But if you would live in my country, you would have to live like me. I have to do that here."

Along with changing their culture, some refugees have changed religion, converting from Buddhism to Christianity.

Several Hmong have converted to Christianity while about half the Vietnamese refugees have converted, said Dr. Hac Minh Nguyen, a Sauk Valley College counselor.

Refugees who have retained Buddhism as their religion are served by monks who live in Rockford and Elgin, Symoun added.

Perhaps the most obvious change the refugees encountered in their move to America was the weather. Moving from the tropics to a temperate climate "frustrated" some of the refugees, prompting them to move to Texas or Florida, Nguyen said.

"In Laos, we have only two seasons," said Ying Yang, 29, a Hmong refugee. "When we first came here we had never seen snow before. When we first saw it, we all said, 'What's happening?"

Helping the refugees adapt to the changes they have encountered in the U.S. is the goal of Sauk Valley College's federally funded Indochinese Refugee Project. Although the project counselors cannot do anything about the weather, they attempt to ease the transition the refugees must make in their new land.

"We help them become self-sufficient, provide them with instructional services, teach them the language and provide vocational training," Symoun said. "We also provide social help, transportation, job counseling and orient them to the city."

Classes provided through the project are the first formal education some refugees have received. Many female refugees could not attend school in their homelands because custom forbade it or because they were busy caring for their homes.

Some refugees taking English classes are becoming literate for the first time even though they are able to speak two or three languages, said Judy Williamson, an instructional coordinator with the project.

However, the relatively small number of refugees served by the Sauk Valley College project means its future is clouded by anticipated federal funding cutbacks.

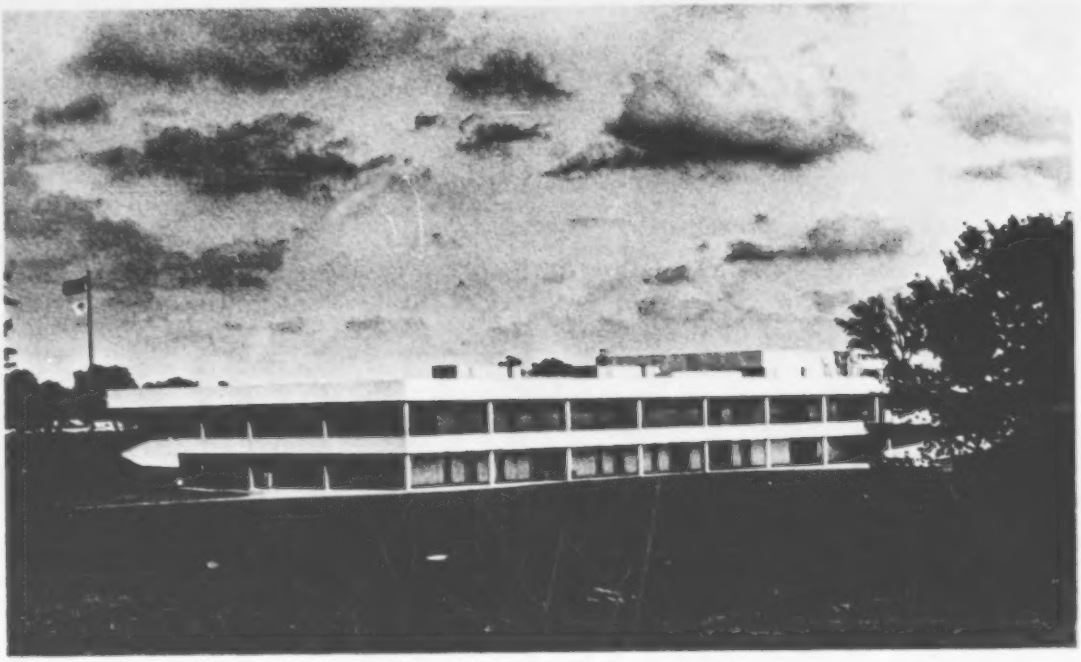
Five of the 20 refugee aid projects that existed in Illinois last year already have been eliminated and Symoun said he expects more programs – including Sauk Valley College's – to be cut next year. Losing the program would hinder the refugees' efforts to adapt to their new home, he added.

The refugees are grateful for the project and other efforts to help them adapt to the U.S. But despite this, most of them still hope to return to their homeland.

"It seems the longer they stay here, the more they look forward to going home," Symoun said. "They appreciate the support and the help. They like it here, but they hope to go back."

"I don't mean they don't like it here," he added. "But no place is better than your own country."

SHAWNEE COLLEGE



SHAWNEE COLLEGE. Ullin, Illinois. Founded 1967. People served annually in credit courses: 4,317.

PRESIDENT: Loren Klaus; BOARD CHAIRMAN: C. G. Ulrich; BOARD MEMBERS: Bill Crain, George Helman, Chester Lawrence, Stephen Miller, Delano Mowery, A. L. Robinson and Steve Greenwell.

12,000 GEESE ATTEND SHAWNEE WINTER TERM

by Berry Craig, The Paducah Sun, January 26, 1981

Far from the blazing guns of Ballard County, Ky., the gathering of geese at tiny Shawnee College lounges in a lake. The birds are boss here. The goose-to-student ratio is 12 to 1, in favor of the honkers, and there are no hunters.

The geese who have chosen the campus as a winter stopover give Shawnee a measure of prestige. The school isn't exactly a basketball powerhouse. And there is no football team.

"But we're number one in geese," says Dr. Loren Klaus, the college president. "Shawnee College has more geese than any school in the country."

The enthusiastic Klaus may be right.

The Illinois Department of Conservation recently counted beaks on campus and totaled about 12,000, mostly belonging to Canada geese.

But why the gaggle of geese here?

According to Shawnee public information officer John Taylor, the big birds have been college drop-ins for the last few years. This year's flock is the largest yet, by far.

"They started showing up in December and some of them must have come to get away from hunters in Kentucky," Taylor explained. "We know they're from Kentucky because they have bands that were put on them in Ballard County." (Taylor was referring to Ballard County Wildlife Management Refuge.)

While the goose hunting seasons in Kentucky and Illinois are over, most of the geese seem to be staying put at the college, in rural Pulaski County near Ullin. Hunting is prohibited at Shawnee, Taylor said.

The geese, popular attractions for the college faculty and staff, mainly congregate on a small campus lake, fly off early in the day and return at nightfall.

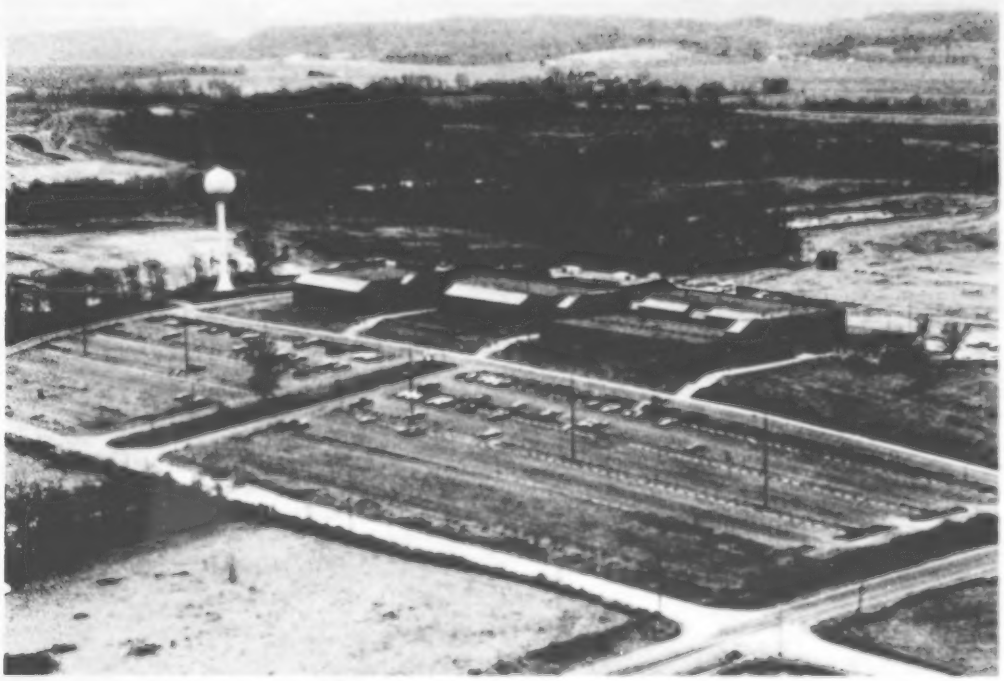
"They're really beautiful to watch," Taylor said. "You should see them take off and come in for a landing like airplanes."

L.R. Hilterbrand, chairman of the college agriculture department, predicted the geese will stick around until the weather warms up or their food supply runs out.

"They're grazing birds," he said. "They pick around for wheat in neighboring fields. As long as the wheat isn't snow-covered they'll remain. If it snows, they'll head back south. When it gets warmer, they'll start migrating north."

Hilterbrand, who teachers a course in conservation and agricultural resources, indentified the geese as mostly Canadas, with a scattering of mallard and black. He said the geese are providing his students with "a unique laboratory experience."

SOUTHEASTERN ILLINOIS COLLEGE



SOUTHEASTERN ILLINOIS COLLEGE. Harrisburg, Illinois. Founded 1960. People served annually in credit courses: 4,559.

President: Harry Abell; BOARD CHAIRMAN: Rodney Brenner; BOARD MEMBERS: Ed Bradley, Harry Bramlet, Tom Gilchrist, John Kane, Grover Sloan, Kay Talley and Kathy Butler.

PRISON INMATES BUILD A STILL, WITH BLESSING OF THE WARDEN

by Bob Wiedrich, "Copyrighted, 1981, Chicago Tribune. Used with permission." May 31, 1981

The Illinois correctional system is going into the booze manufacturing business.

More accurately, it is building the first ethanol producing plant to be legal on the grounds of a penal institution. However, there have been inmate stills clandestinely producing alcoholic elixirs in the past.

But this ventrue has a far more serious goal than lifting the spririts of inmates incarcerated for antisocial acts.

If the project works -- and correctional officials have every confidence that it will -- the plant will produce 500,000 gallons a year from a large distillery at the Vienna Correctional Center in southern Illinois.

The production, which is scheduled to start January 1, will be sufficient to meet the needs of the entire State of Illinois gasohol-powered automotive fleet.

In addition, 40,000 gallons will be allocated annually to be used as pure alcohol fuel in Department of Corrections vehicles used on the grounds of its facilities.

The alcohol will have all of the water content removed so that it can be either burned straight as fuel in converted prison vehicles or blended with gasoline for highway use in other state vehicles.

Eventually, the Vienna plant is expected to produce 650,000 to 750.000 gallons annually at considerable savings to taxpayers.

According to Howard Skolnik, correctional industries superintendent, by blending 10 per cent alcohol with 90 per cent gasoline to produce 5 million gallons of gasohol -- about the amount the state now purchases -- will save an estimated $250,000 a year. The prison-produced alcohol will sell for 50 cents a gallon less than the market price.

The venture also is expected to realize a $250,000 a year profit that can be used to subsidize other correctional industries in the red.

Skolnik says the idea for the plant originated with Southeastern Illinois College in Harrisburg, which is under contract to provide vocational and college level training to Vienna inmates.

Instead of merely providing a classroom-sized alcohol fuel plant for Vienna students, it was suggested that the institution consider launching a venture capable of producing large quantities of alcohol for energy.

In just more than a year, the project has received grants and commitments for grants from state and federal agencies totaling $700,000, more than $200,000 of which came from prison industries funds.

The building that will house the plant already has been built, Skolnik said. It is near the institution's oversized coal-fired boiler, which will furnish about 80 per cent of the energy required to produce the alcohol.

There are other benefits the state will derive from the effort, Skolnik said. Because of the plant, about 15 inmates will be trained annually by Southeastern Illinois College and graduated with associate of arts degrees in alcohol fuel production.

"That should be a highly employable skill for the inmates once they are released," Skolnik said.

"And, because our inmates train in the same class rooms as students from the general population, the community also will benefit from the program."

"I'm excited about the venture," Skolnik said, explaining that a host of state agencies have cooperated in the effort.

One -- Southern Illinois University -- is advising the project on the use of by-products from the alcohol manufacturing process.

The heated effluent from the process will be used to create an environment in which the growing season of catfish and fresh water shrimp in eight pools near the plant can be extended by as much as six weeks.

Also, Skolnik said, the by-products yield a high protein animal feed that will be used to sustain the institutional cattle herd at Vienna.

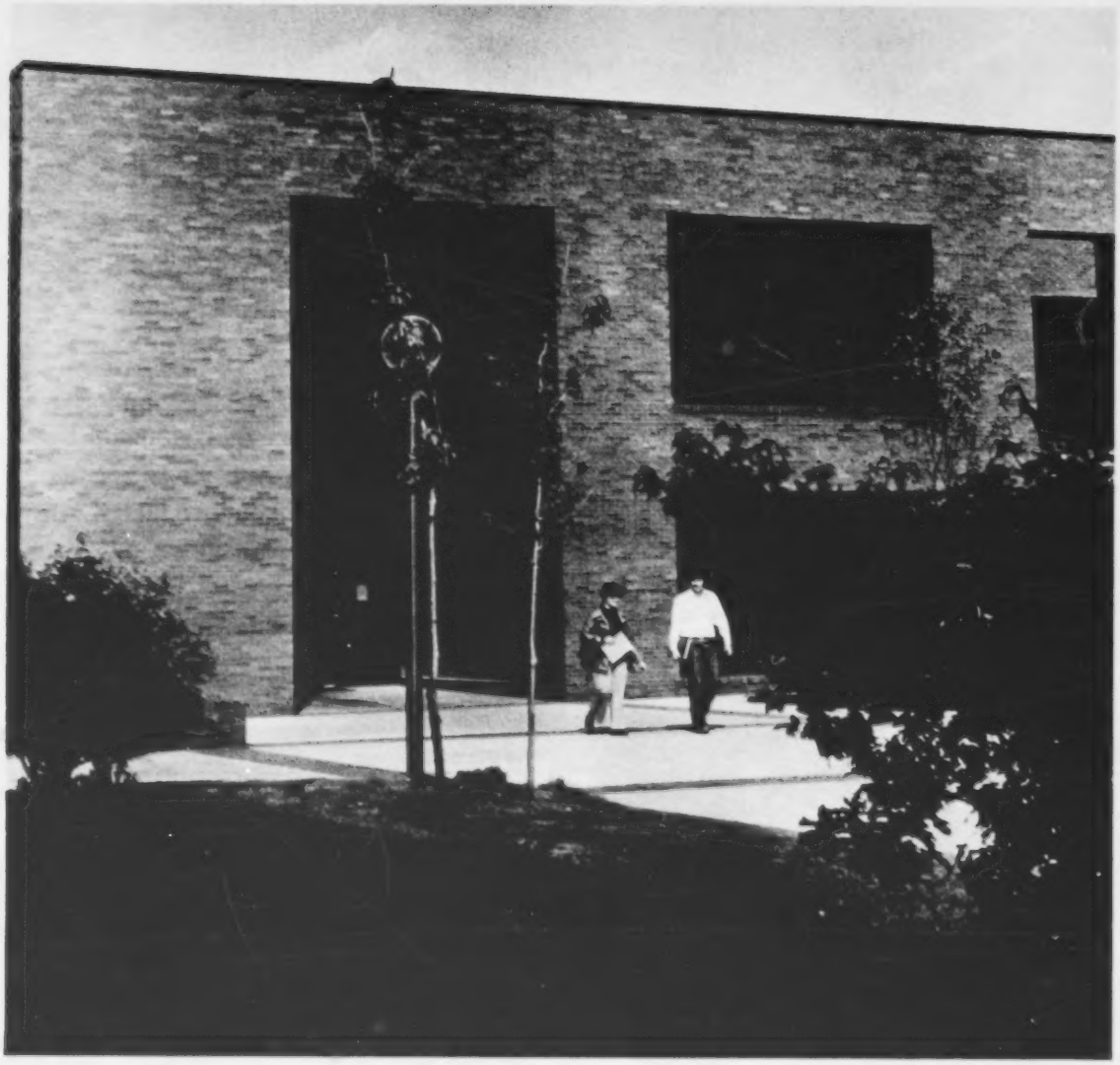
As for raw materials, Skolnik said the correctional farm at Vienna already produces sufficient corn to provide the plant with 100 days of operation annually.

"The rest we'll either buy or receive in trade for animal feed," Skolnik said. About 200,000 bushels of corn will be required annually.

"This is one of the few high-technology projects ever to be attempted by a correctional industries department anywhere in the country." Skolnik said.

"With luck, it will only be the beginning of meaningful training and employment opportunities for inmates."

SPOON RIVER COLLEGE



SPOON RIVER COLLEGE. Canton, Illinois. Founded 1959. People served annually in credit courses: 4,703.

PRESIDENT: Paul Gianini, Jr.; BOARD CHAIRMAN: Lowell Fisher; BOARD MEMBERS: Sheilah Dye, Kenneth Epperson, Gregory Leigh, John McGrew, C. Clark Moreland, Charlotte Van Sickle and Larry Taylor.

SPOON RIVER COLLEGE IMPACT HERE GREAT

by Tom Wood, Canton Daily Ledger, October 20, 1981

A fact sheet distributed recently by Spoon River College shows in a graphic way just how much of an economic and social impact the college has on this area.

For instance, the total college operating budget this year $3.2 million, of which nearly $2.6 million is payroll for the 305 employees, including 81 professionsals fulltime employees, 122 part-time professionals, 90 full-time hourly employees and 12 hourly part-timers.

The college received 44.5 percent of its revenue from local taxes, 40 percent from state funds, and 15.5 percent from tuition as the three major sources of revenue.

In the past three years, the current administration has been working hard to obtain grants that provide additional money as well as bring back some of the taxes to this district. In 1978-79, the college used $178,423 in grants, and that rose drastically to $715,805 in 1979-80 and to $796,760 in 1980-81.

With enrollment on the way up, the cost to educate a student for a full academic year of 30 credit hours has gone down from $2,827 in 1978-79 to $2,639 in 1980-81.

The college offers 33 associate degree programs, 22 occupational certificates and six general studies. The newest programs and services are in banking, fire protection, clerk-typist, accounting, child care and a career development center.

Classes are offered in five high schools, on two campuses, on television, through community facilities and by microwave transmission.

In terms of serving the community, Spoon River College saw 41,667 persons attend various events on the campus during the past three years. More than 30 agencies have worked with Spoon River College for various programs, including the chamber of commerce, YMCA, YWCA and community mental health center among others.

More than 200 persons serve on various lay advisory committees for programs and college development.

The college foundation has raised $216,302 in the past two years and awarded 23 full scholarships to Spoon River College students.

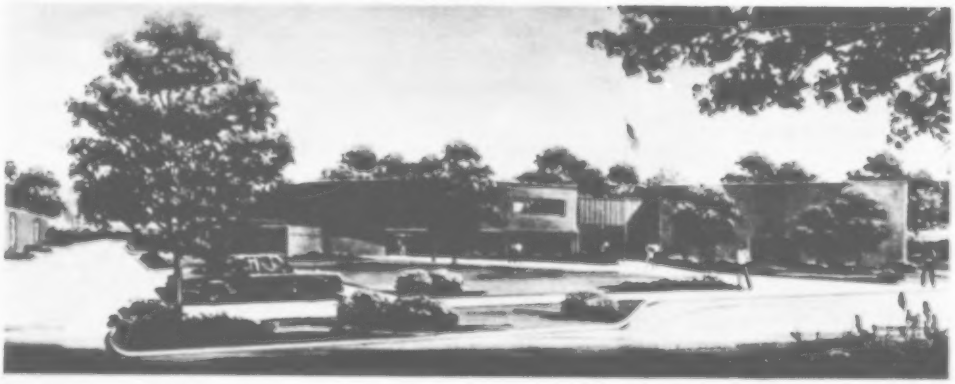
There are extension centers in Macomb and Rushville along with the campus in Canton. Courses are offered at Astoria, Valley, Havana and Farmington. The College for Kids programs for youngsters in the fourth through sixth grades have received national recognition.

Fulltime enrollment, at more than 800 students, is up 53 percent over the same period in 1977 and part-time enrollment, at more than 2,000 is up 36 percent. Of those currently enrolled, 53 percent are in transfer programs planning to go on to four-year schools, while 47 percent are in technical programs.

The college is indeed looking up.

It's a credit not only to the administration of President Paul Gianini but to the current college board of trustees which is an outstanding group dedicated to seeing that Spoon River College provides both a quality education and serves the communities of its district well.

STATE COMMUNITY COLLEGE



STATE COMMUNITY COLLEGE. East St. Louis, Illinois. Founded 1969. People served annually in credit courses: 3,448.

PRESIDENT: Rosetta Wheadon; BOARD CHAIRMAN: Marvin Wright; BOARD MEMBERS: Rufus Burns, Sr., Edmund Jucewicz, Fayetta McKinney Page, Rev. John Rouse, Rufus Starks, Rev. James Voelker and Bryan Edwards.

STATE COMMUNITY GETS NEW HOME IN NEAR FUTURE

East St. Louis News, August 26, 1981

State Community College of East St. Louis, which has been housed in a number of leased buildings in downtown East St. Louis for the past eleven years, will be moving into its new permanent facilities in the 1981-82 academic year.

The new campus will consist of an Academic and Administration Building, a Learning Resource Center Building, and a Vocational - Technical/Center Building. Recently, in a briefing for the college staff on the progress of new campus construction, President Rosetta D. Wheadon indicated that the Skill Training Center is over 90 percent completed, and the other two buildings are both over 80 percent completed.

These new structures will provide a net gain of 9,206 gross square feet over the present facilities for the college as well as a modern and adequate environment of learning for its students. It is currently projected that the new facilities will be ready for occupancy sometime in the Winter Quarter of 1981-82 academic year. Consequently, the 1981 Fall Quarter will most likely be the last quarter that classes will be held in the old leased buildings.

State Community College has a record of meeting its mission as a comprehensive community college with a special emphasis on vocational and technical training and innovation. In the 10 year period from 1970-1980, State Community College awarded more than 2,000 degrees and certificates. Of these about 29 percent is in college-transfer degrees, with the remaining 16 percent in general education development certificates.

With the anticipated occupation of its new home sometime in the 1981-82 academic year State Community College will be able to provide its students with more state-of-the-art and relevant education and training which will better prepare them for the challenges of a post-industrial society. The coming decades will see the college making even greater strides toward the fulfillment of its missions.

THORNTON COMMUNITY COLLEGE

THORNTON COMMUNITY COLLEGE. South Holland, Illinois. Founded 1927. People served annually in credit courses: 18,179.

PRESIDENT: Nathan Ivey; **BOARD CHAIRMAN:** Robert Anderson; **BOARD MEMBERS:** Raymond Dohmeyer, Margaret Page, Dorothy Smith, Joy Waterman, Donald Young, Frank Zuccarelli and Renee Juranek.

SUCCESS AT THORNTON COLLEGE

Hammond Times, July 19, 1981

Thornton Community College has shown what sound management practices can accomplish when a college falls on hard times.

In the late '70s the South Holland-based college was in the red, running up big budget deficits for two years. The situation became intolerable; there was no money available for needed improvements and if emergencies arose, the college would resort to more borrowing, thereby enlarging the deficit.

Something had to be done, so the college embarked on a program of reducing expenses–but not at the expense of quality education.

The Thornton Community College board approved a four-day week during the summer; cut back on its administrators; slapped on a hiring freeze, and froze capital expenditures.

It didn't take long for the results of these measures to show up in the budget. Last year the college showed a surplus of $2,013,749; this year the budget–tentatively set at $10,345,537 is expected to be balanced again.

The hiring and spending freeze has been lifted, replaced by more prudent hiring and spending policies than was the case before the financial crisis developed.

The struggle for financial solvency is not over yet, however. The college has only enough cash on hand to cover about a month's worth of expenses. "A lot depends on enrollment in determining whether Thornton Community College ends the year with a balanced budget," controller William Mients says.

The college derives 44 percent of its education fund revenues from student tuition and fees. That compares with a statewide average of 17 percent. The outlook for enrollment is good–ironically, because when times are hard and jobs scarce–as is the case today in the Calumet Region–more young people enroll in college.

Whatever happens, Thornton Community College has learned an important lesson: the post World War II era of easy money and big spending have ended for the nation's educational institutions. In order to survive, colleges and universities must operate on a sound economic footing, employing cost-efficient business practices in their hiring, spending and educational policies.

Thornton Community College has seen the light and made the adjustment. The Region, no less than the college itself, stands to benefit.

TRITON COLLEGE

TRITON COLLEGE. River Grove, Illinois. Founded 1964. People served annually in credit courses: 43,655.

PRESIDENT: Brent Knight; BOARD CHAIRMAN: Pat Naples; BOARD MEMBERS: Robert Collins, Jane Garoppolo, Katie Newsham, Geoffrey Obrzut, Pat Pavini, Sam Reda and Matthew Sinde, Jr.

TRITON COLLEGE: INDUSTRY'S PARTNER

; c Chicago Sun-Times, September 6, 1981. Article by Herb Gould. Reprinted with permission.

To meet the needs of returning students, many community colleges have begun to offer technical courses with the want ads in mind: These schools plan their curriculum according to what job skills are in demand.

Triton College has taken the concept one step further.

This community college in west suburban River Grove has reached a cooperative agreement with General Motors to train GM mechanics. It also has made an agreement with a die casting organization to establish a die casters training facility on its campus.

"I think it's a breakthrough, and I believe we're going to see more of this" —cooperative education at the community college level, said George Zanotti, associate dean in Triton's school of career education.

"There's a need for more training of skilled workers in almost all areas of skilled labor," he said. "And the community college is the place to do it."

Cooperative education ventures provide advantages for both sides, Zanotti said. "We get equipment and the latest training for our instructors. They get students trained on the equipment they use by professional instructors," he said.

"Education is our business," he said. "We know how to do it best. Why not let us do it?"

In the past, skilled workers picked up their training on the job. But today's rapidly changing technology demands that even the entry-level worker possess some basic knowledge. In addition, a skilled worker is likely to do a better job and do it more efficiently.

"Take the die casters," Zanotti said. "There was no way we could have entertained the thought of bringing in $300,000 worth of equipment. But this way, we are able to serve them [the die casting industry]. They are in dire need of operators."

Under the agreement, Triton is constructing a building that will house the international headquarters of the Society of Die Casting Engineers as well as the die casting instructional areas. The rent the society pays will help defray the cost of the building, Zanotti said.

"It's a natural marriage for the two groups to get together," said James F. Cannon, executive vice president of the die casting society.

The die casting organization had been planning to build its own facility before it got together with Triton, Cannon said. The cooperative die casting classes, leading to a two-year associate degree, are scheduled to begin in January.

Triton's joint-venture classes for GM mechanics began August 24. The 25 members of the first class started on a two-year program that involves extensive apprenticeship at area General Motors dealerships.

The students will be in class for 11 weeks, then spend eight weeks at a dealership, and then the cycle will be repeated, Zanotti said.

GM operates 30 training centers of its own across the nation, but they mostly offer one- and two-day programs to acquaint veteran mechanics with new equipment, said Ken McCourt, the giant automaker's manager of training development.

"We don't really have the time to train people in the basics," McCourt said. "Another reason we wanted our mechanics to be well educated. That will just lead to customer satisfaction.

"It's a method of working together to reach the same common goals of the community," he said.

Both McCourt and Cannon praised Triton's efforts to provide technical training that students want and industries need.

"Their administration is always merchandising," McCourt said. "And not only automotive education. I don't care if it's installing burglar alarms, or what else. They are very agressive."

Cannon, who once worked for the State of Illinois as a recruiter of industry, said the Triton example also could make the Chicago area more attractive to businesses. "A good, skilled, productive labor force is what attracts industry," he said.

Said Triton's Zanotti, "It seems like we've gone through a period in our history where 'hands-on' was sort of a dirty word. Now we're finding a trend back to the hands-on. People are willing to get their hands dirty to do a job, but they want the training."

WAUBONSEE COMMUNITY COLLEGE

WAUBONSEE COMMUNITY COLLEGE. Sugar Grove, Illinois. Founded 1966. People served annually in credit courses: 12,357.

PRESIDENT: John Swalec; BOARD CHAIRMAN: Richard Dickson; BOARD MEMBERS: Janet Bodie, Evar Erickson, Ruby Sweigart, James Todd, Dale VonOhlen, William Weigel and Jodi Beyer.

TEACHERS WHIP STUDENTS INTO SHAPE

by Mary Green, Batavia Chronicle, October 23, 1981

A program which makes learning easier for hearing impaired college students is feeling the pinch of federal budget cuts.

Waubonsee Community College's Hearing Impaired Program's job is getting harder with recent cutbacks, according to Bob Baker, director.

This year, he said, Waubonsee Hearing Impaired Program grants were cut 15 percent from last year's totals. Although other Waubonsee Community College programs were harder hit, the hearing impaired program has been forced to make changes.

"We have one less instructor, a part-time secretary instead of full-time, and student salaries have been cut," he said, adding the decrease in staff poses problems with the increases in WHIP students this year.

"This year we had 80, but now we're down to 77 students," he said. "Even that is way above our projections.

"So we have more students and less people to deal with them," he said.

Waubonsee's Hearing Impaired Program has two major components, according to Baker. The supportive services program provides WHIP students with specialized services to allow them to compete successfully in regular college programs.

"It gives hearing impaired students a chance to go through college," he said.

Students who are admitted to the program are first given placement exams to determine what courses they should take. Then throughout the school year, WHIP's staff of eight interpreters each accompany students to their classes, providing interpretation through the use of sign language.

Other students help by taking notes while the WHIP student watches the interpreter instead of the class instructor.

Tutoring and counseling are also provided in order to overcome communication and learning problems, he said. "Since sign language is a whole different concept, a language barrier is in the nature of the handicap."

Another aspect of the hearing impaired program is the consortium, a cooperative agreement among four community colleges in Northern Illinois: College of DuPage in Glen Ellyn, Elgin Community College, Kishwaukee Community College in Malta, and Waubonsee.

Students who enroll in this program begin their studies at Waubonsee Community College, but are able to take programs at one of the other schools with all the supportive services provided by WHIP.

Students are admitted to WHIP from 29 different high schools in the state, Baker said, and are mainly housed at the Aurora YMCA. "There's a lot of good living space there," he said.

Other students have their own apartments in the area, he added.

However, after students complete their program, they are encouraged to find employment themselves, although Waubonsee and their counselors at home may assist to some degree.

"Placement is a cooperative venture," Baker said. "We all get involved, but we insist that students are responsible for themselves."

Costs for a hearing impaired student are no more than average college costs, he said, which include tuition, fees and books. However, he added that WHIP spends nearly three times as much for a hearing impaired student than a college does for a regular student, due to housing costs (over $1,000) and supportive service expenses.

"But every dollar spent on rehabilitation is quadrupled in return," he said, explaining that the program turns hearing impaired students into working, tax-paying citizens.

Although the Consortium program is funded through a three-year federal grant, one of 18 such grants in the nation, the general hearing impaired program gets most of its financing from the Illinois Department of Rehabilitation Services, which channels federal funds through the state.

And because of the decrease in funds this year, Waubonsee administrators are trying to find other sources of funding to keep WHIP at full capacity, Baker said.

"Waubonsee has a good reputation of having a strong program for the hearing impaired," he said, adding that the administration and Waubonsee board of trustees seem to be pleased with the program's reputation.

"And that helps, especially when we're applying for more grants," he said.

JOHN WOOD COMMUNITY COLLEGE

JOHN WOOD COMMUNITY COLLEGE, Quincy, Illinois. Founded 1974. People served annually in credit courses: 5,944.

PRESIDENT: Paul Heath; BOARD CHAIRMAN: Robert Scholz; BOARD MEMBERS: Sidney Crouch, Hugh Hurt, Ronald Moore, James Reed, L. L. Stone, Arthur Witte and Terry Kestner.

QUINCY'S JOHN WOOD COLLEGE: QUALITY EDUCATION AT BARGAIN PRICES

by Alice Noble, United Press International, September 6, 1981

John Wood Community College is No. 539, the most recent junior college accredited in Illinois. But it's in No. 1 in giving students a topnotch education at bargain basement rates.

John Wood, organized in 1974, contracts with other area colleges for classes, teachers and facilities.

A John Wood student can get a Quincy College education – or be taught on facilities owned by the prestigious University of Illinois – for a mere $15 per credit hour.

That's about 15 percent of Quincy College's tuition rate and half that of the University of Illinois.

John Wood president Paul Heath says the school adopted the unique format when it became apparent people objected to forming a community college in an area already served by colleges.

"Given the variety and quality of post-secondary education in the area, duplication of programs and services at a new institution in a costly new physical plant was clearly viewed as wasteful and unnecessary," Heath wrote in a report prepared with administrative assistant Susan Peterson.

That led to the agreements with Quincy, the University of Illinois and six other institutions: Culver-Stockton College, Gem City College, Quincy Beauty Academy, Quincy Technical Schools, all in Illinois, and Hannibal-LaGrange College in Missouri and Southeastern Community College in Keokuk, Iowa.

John Wood's 4,000 students are offered 38 program areas – from computer science to fashion merchandising.

A swine confinement program and other agriculture classes are held at an experimental research farm owned by the University of Illinois, which provides acreage for a building and crops.

The college uses the swine facility under a similar agreement with Kirk Structures, a manufacturer of confinement buildings.

Three years ago, Heath said, school officials applied their concept to business and industry training.

"The Harris Corp. (Broadcast Products Division) had been doing some in-house training for their electronic technicians," Heath said. "So we discussed the possibility of Harris providing technical training for us.

"We now have probably the finest electronics program in the state because students are always working with state-of-the-art equipment. We don't have to buy equipment and have it outdated two years later."

Heath said the concept reverses the traditional setup in which a corporation pays to send its technicians to a college. John Wood pays Harris to train college students.

The electronics students can't complain about the cost. A similar program elsewhere would cost in excess of $100 per credit hour, Heath said. John Wood students get it for the basic $15 an hour.

Heath said the college can offer the low tuition rate because its programs are subsidized by state aid and it also gets money from local taxes.

Once students pay tuition they are entitled to use any resources at the other schools they attend.

"We negotitate for instructional facilities, but our students have access to everything on that campus," he said. "We don't want our students to wear armbands to know which students come from John Wood."

All students have dormitory space available at all the cooperating institutions.

Heath said his college also wants to train students to fill limited, specific job openings.

"We're trying to take the concept even deeper into the community, recognizing that even though there is 8 to 10 percent unemployment there are still jobs available," he said.

"We want to create an individual occupation program for all the specialized jobs in the community. We identify what is needed for a job function, then we ask the employer to help train the person."

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